California State Board of Education

Meeting Agenda Items for September 2-3, 2015

Bylaws

For the California State Board of Education, Amended January 16, 2013.

ARTICLE I

Authority

The California State Board of Education is established in the Constitution of the State of California and empowered by the Legislature through the California *Education Code*.

ARTICLE II

Powers and Duties

The Board establishes policy for the governance of the state's kindergarten through grade twelve public school system as prescribed in the *Education Code*, and performs other duties consistent with statute.

ARTICLE III

Members

APPOINTMENT

Section 1.

The State Board of Education consists of 11 members who are appointed by the Governor with the advice and consent of two-thirds of the Senate.

CC, Art. IX, Sec. 7
EC 33000 and 33000.5

TERM OF OFFICE

Section 2.

a. The term of office of the members of the Board is four years, except for the student member whose term is one year.
b. Except for the student member, who serves a one-year term, terms expire on January 15 of the fourth year following their commencement. Members, other than the student member, continue to serve until the appointment and qualification of their successors to a maximum of 60 days after the expiration of their terms. If the member is not reappointed and no successor is appointed within that 60-day period, the member may no longer serve and the position is deemed vacant. The term of the student member begins on August 1 and ends on July 31 of the following year.
c. If the Senate refuses to confirm, the person may continue to serve until 60 days have elapsed since the refusal to confirm or until 365 days have elapsed since the person first began performing the duties of the office, whichever occurs first.
d. If the Senate fails to confirm within 365 days after the day the person first began performing the duties of the office, the person may not continue to serve in that office following the end of the 365-day period.

EC 33001; 33000.5
GC 1774

VACANCIES

Section 3.

Any vacancy shall be filled by appointment by the Governor, subject to confirmation by two-thirds of the Senate. The person appointed to fill a vacancy shall hold office only for the balance of the unexpired term.

EC 33002

STUDENT MEMBER

Section 4.

Finalists for the student member position shall be selected and recommended to the Governor as prescribed by law.

EC 33000.5

COMPENSATION AND EXPENSES

Section 5.

Members of the Board shall receive their actual and necessary travel expenses while on official business. Each member shall also receive one hundred dollars ($100) for each day he or she is acting in an official capacity.

EC 33006
GC 11564.5

CONFLICT OF INTEREST CODE

Section 6.

Board members shall file statements of economic interest as required by the Fair Political Practices Commission. The terms of a standard Conflict of Interest Code, adopted by the Commission and as may be amended, are incorporated by reference and constitute the Conflict of Interest Code of the Board.

2 CCR 18730
5 CCR 18600

ARTICLE IV

Officers and Duties

PRESIDENT, VICE PRESIDENT

Section 1.

Officers of the Board shall be a president and a vice president. No member may serve as both president and vice president at the same time.

Section 2.

a. The president and vice president shall be elected annually in accordance with the procedures set forth in this section.
b. At the January meeting, the State Superintendent of Public Instruction shall ask members to nominate individuals for the office of president. At that same meeting, the president shall ask Board members to nominate individuals for the office of vice president. Any nomination for office must be seconded. No member may nominate or second the nomination for himself or herself for either office.
c. Six votes are necessary to elect an officer, and each officer elected shall serve for one year or until his or her successor is elected.
d. If, in the Board's judgment, no nominee for the office of president or vice president can garner sufficient votes for election to that office at the January meeting, a motion to put the election over to a subsequent meeting is in order.
e. Newly elected officers shall assume office immediately following the election.
f. In the event a vacancy occurs in the office of president or vice president during a calendar year, an election shall be held at the next meeting. Any member interested in completing the one-year term of an office that has become vacant may nominate himself or herself, but each nomination requires a second.
g. The State Superintendent of Public Instruction shall preside only during the election proceedings for the office of president and for the conduct of any other business that a majority of the Board members may direct.

EXECUTIVE OFFICER

Section 3.

The State Superintendent of Public Instruction shall be secretary and shall act as executive officer of the Board.

EC 33004

DUTIES OF THE PRESIDENT

Section 4.

The president shall:

- serve as spokesperson for the Board;
- represent the position of the Board to the State Superintendent of Public Instruction;
- appoint members to serve on committees and as liaisons, as prescribed in these Bylaws, and as may be needed in his or her judgment properly to fulfill the Board's responsibilities;
- serve as an ex officio voting member of the Screening Committee and any ad hoc committees, either by substituting for an appointed member who is not present with no change in an affected committee's quorum requirement, or by serving as an additional member with the affected committee's quorum requirement being increased if necessary;
- preside at all meetings of the Board and follow-up with the assistance of the executive director to see that agreed upon action is implemented;
- serve, as necessary, as the Board's liaison to the National Association of State Boards of Education, or designate a member to serve in his or her place;
- serve, or appoint a designee to serve, on committees or councils that may be created by statute or official order where required or where, in his or her judgment, proper carrying out of the Board's responsibility demands such service;
- keep abreast of local, state, and national issues through direct involvement in various conferences and programs dealing with such issues, and inform Board members of local, state, and national issues;
- participate in selected local, state, and national organizations, which have an impact on public education, and provide to other members, the State Superintendent, and the staff of the Department of Education the information gathered and the opinion and perspective developed as the result of such active personal participation;
- provide direction for the executive director;
- and, along with the executive director, direct staff in preparing agendas for Board meetings, in consultation with other members as permitted by law, and determine priorities for the expenditure of board travel funds.

DUTIES OF THE VICE PRESIDENT

Section 5.

The vice president shall:

- preside at Board meetings in the absence of the president;
- represent the Board at functions as designated by the president; and
- fulfill all duties of the president when he or she is unable to serve.

DUTIES OF COMMITTEE CHAIR

Section 6.

The chair of the Screening Committee or any ad hoc committee shall:

- preside at meetings of the committee he or she chairs, except that he or she shall yield the chair to another committee member in the event he or she will be absent or confronts a conflict regarding any matter coming before the committee, and may yield the chair to another committee member for personal reasons; and
- in consultation with the president, other committee members, and appropriate staff, assist in the preparation of committee agendas and coordinate and facilitate the work of the committee in furtherance of the Board's goals and objectives.

DUTIES OF LIAISON OR REPRESENTATIVE

Section 7.

A Board member appointed as a liaison or representative shall:

- serve as an informal (non-voting) link between the Board and the advisory body or agency (or function) to which he or she is appointed as liaison or representative; and
- reflect the position of the Board, if a position is known to him or her, on issues before the advisory body or agency (or within the

function) to which he or she is appointed as liaison or representative and keep the Board appropriately informed.

DUTIES OF A BOARD MEMBER APPOINTED TO ANOTHER AGENCY

Section 8.

The member shall:

- to every extent possible, attend the meetings of the agency and meet all responsibilities of membership; and
- reflect through his or her participation and vote the position of the Board, if a position is known to him or her, and keep the Board informed of the agency's activities and the issues with which it is dealing.

ARTICLE V

Meetings

REGULAR MEETINGS

Section 1.

Generally, regular meetings of the Board shall be held on the Wednesday and Thursday preceding the second Friday of each of the following months: January, March, May, July, September, and November. However, in adopting a specific meeting schedule, the Board may deviate from this pattern to accommodate state holidays and special events. Other regularly noticed meetings may be called by the president for any stated purpose.

EC 33007

SPECIAL MEETINGS

Section 2.

Special meetings may be called to consider those purposes specified in law if compliance with the 10-day notice would impose a substantial hardship on the board or if immediate action is required to protect the public interest.

OPEN MEETINGS

Section 3.

a. All meetings of the Board, except the closed sessions permitted by law, and all meetings of Board committees, to the extent required by law, shall be open and public.
b. All meetings shall conform to the Bagley-Keene Open Meeting Act, including requirements for notices of meetings, preparation and distribution of agendas and written materials, inspection of public records, closed sessions and emergency meetings, maintenance of records, and disruption of a public meeting. Those provisions of law which govern the conduct of meetings of the Board are hereby incorporated by reference into these Bylaws.
c. Unless otherwise provided by law, meetings of any advisory body, committee or subcommittee thereof, created by statute or by formal action of the Board, which is required to advise or report or recommend to the Board, shall be open to the public.

GC 11120 et seq.

NOTICE OF MEETINGS

Section 4.

a. Notice of each regular meeting shall be posted at least 10 days prior to the time of the meeting and shall include the time, date, and place of the meeting and a copy of the meeting agenda.
b. Notice of any meeting of the Board shall be given to any person so requesting. Upon written request, individuals and organizations wishing to receive notice of meetings of the Board will be included on the mailing list for notice of regular meetings.

SPECIAL MEETINGS (ADDITIONAL PROVISIONS)

Section 5.

a. Special meetings may be called by the president or by the secretary upon the request of any four members of the board for the purposes specified in law if compliance with the 10-day notice requirements would impose a substantial hardship on the board or if immediate action is required to protect the public interest.
b. Notice of special meetings shall be delivered in a manner that allows it to be received by the members and by newspapers of general circulation and radio or television stations at least 48 hours before the time of the special meeting. Notice shall also be provided to all national press wire services. Notice to the general public shall be made by placing it on appropriate electronic bulletin boards if possible.
c. Upon commencement of a special meeting, the board shall make a finding in open session that giving a 10-day notice prior to the meeting would cause a substantial hardship on the board or that immediate action is required to protect the public interest. The finding shall be adopted by a two-thirds vote of the board or a unanimous vote of those members present if less than two-thirds of the members are present at the meeting.

EC 33008
GC 11125

EMERGENCY MEETINGS

Section 5.

a. An emergency meeting may be called by the president or by the secretary upon the request of any four members without providing the notice otherwise required in the case of a situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities and which is properly a subject of an emergency meeting in accordance with law.
b. The existence of an emergency situation shall be determined by concurrence of six of the members during a meeting prior to an emergency meeting, or at the beginning of an emergency meeting, in accordance with law.
c. Notice of an emergency meeting shall be provided in accordance with law.

GC 11125.5
EC 33008
EC 33010

CLOSED MEETINGS

Section 6.

Closed sessions shall be held only in accordance with law.

GC 11126

QUORUM

Section 7.

a. The concurrence of six members of the Board shall be necessary to the validity of any of its acts.
EC 33010
b. A quorum of any Board committee shall be a majority of its members, and a committee may recommend actions to the Board with the concurrence of a majority of a quorum.

ORDER OF BUSINESS

Section 8.

The order of business for all regular meetings of the Board shall generally be:

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
- Agenda Items
- Adjournment

CONSENT CALENDAR

Section 9.

a. Non-controversial matters and waiver requests meeting established guidelines may be presented to the Board on a consent calendar.
b. Items may be removed from the consent calendar upon the request of an individual Board member or upon the request of Department staff authorized by the State Superintendent of Public Instruction to submit items for consideration by the Board.
c. Items removed from the consent calendar shall be referred to a standing committee or shall be considered by the full Board at the direction of the president.

ARTICLE VI

Committees and Representatives

SCREENING COMMITTEE

Section 1.

a. The president shall appoint a Screening Committee composed of at least three Board members to screen and interview applicants for appointment to Board advisory bodies and other positions as necessary; participate, as directed by the president, in the selection of candidates for the position of student Board member in accordance with law; and recommend appropriate action to the Board. The president shall designate one Board member as Chair of the Screening Committee.
b. In consultation with the chair, the president may appoint additional Board members, such as the appointed Board liaison, to serve as voting members of the Screening Committee on a temporary basis. In accordance with Section 4 of these bylaws, the president may also serve as an ex officio member of the Screening Committee. The quorum requirement shall be increased as necessary to include the total number of Board members, including temporary members, appointed to serve on the Committee for that purpose.
c. As necessary, the chair may create an ad hoc subcommittee of the Screening Committee to assist the Screening Committee with its duties.

AD HOC COMMITTEES

Section 2.

From time to time, the president may appoint ad hoc committees for such purposes as he or she deems necessary. Ad hoc committees shall remain in existence until abolished by the president.

REPRESENTATIVES

Section 3.

From time to time, the president may assign Board members the responsibility of representing the State Board in discussions with staff (as well as with other individuals and agencies) in relation to such topics as assessment and accountability, legislation, and implementation of federal and state programs. The president may also assign Board members the responsibility of representing the Board in ceremonial activities.

ARTICLE VII

Public Hearings: General

SUBJECT OF A PUBLIC HEARING

Section 1.

a. The Board may hold a public hearing regarding any matter pending before it after giving notice as required by law.
b. The Board may direct that a public hearing be held before staff of the Department of Education, an advisory commission to the Board, or a standing or ad hoc committee of the Board regarding any matter which is or is likely to be pending before the Board. If the Board directs that a public hearing be held before staff, then a recording of the public hearing and a staff-prepared

summary of comments received at the public hearing shall be made available in advance of the meeting at which action on the pending matter is scheduled in accordance with law.

5 CCR 18460
EC 33031
GC 11125

TIME LIMITS FOR THE PRESENTATION OF PUBLIC TESTIMONY

Section 2.

At or before a public hearing, the presiding individual shall (in keeping with any legal limitation or condition that may pertain) determine the total amount of time that will be devoted to hearing oral comments, and may determine the time to be allotted to each person or to each side of an issue.

5 CCR 18463
EC 33031

WAIVER BY PRESIDING INDIVIDUAL

Section 3.

At any time, upon a showing of good cause, the presiding individual may waive any time limitation established under Section 3 of this article.

5 CCR 18464
EC 33031

ARTICLE VIII

Public Hearings: School District Reorganization

SUBMISSION OF PROPOSALS AND PETITIONS

Section 1.

A proposal by a county committee on school district organization or other public agency, or a petition for the formation of a new district or the transfer of territory of one district to another shall be submitted to the executive officer of the Board. The executive officer of the Board shall cause the proposal or petition to be:

- reviewed and analyzed by the California Department of Education;
- set for hearing before the Board (or before staff if so directed by the Board) at the earliest practicable date; and
- transmitted together with the report and recommendation of the Department of Education to the Board (or to the staff who may be directed by the Board to conduct the hearing) and to such other persons as is required by law not later than ten days before the date of the hearing.

CCR 18570

ARGUMENTS PRESENTED AT THE PUBLIC HEARING: ORIGINAL SUBMISSION

Section 2.

At the time and place of hearing, the Board (or staff if so directed by the Board) will receive oral or written arguments on the proposal or petition. The presiding individual may limit the number of speakers on each side of the issue, limit the time permitted for the presentation of a particular view, and limit the time of the individual speakers. The presiding individual may ask that speakers not repeat arguments previously presented.

CCR 18571

RESUBMISSION OF THE SAME OR ESSENTIALLY IDENTICAL PROPOSAL OR PETITION

Section 3.

If the same or an essentially identical proposal or petition has been previously considered by the Board, the documents constituting such a resubmission shall be accompanied by a written summary of any new factual situations or facts not previously presented. In this case, any hearing shall focus on arguments not theretofore presented and hear expositions of new factual situations and of facts not previously entered into the public record.

CCR 18572

ARTICLE IX

Public Records

Public records of the Board shall be available for inspection and duplication in accordance with law, including the collection of any permissible fees for research and duplication.

GC 6250 et seq.

ARTICLE X

Parliamentary Authority

RULES OF ORDER

Section 1.

Debate and proceedings shall be conducted in accordance with Robert's Rules of Order (Newly Revised) when not in conflict with rules of the Board and other statutory requirements.

Section 2.

Members of the public or California Department of Education staff may be recognized by the president of the Board or other presiding individual, as appropriate, to speak at any meeting. Those comments shall be limited to the time determined by the president or other presiding individual. All remarks made shall be addressed to the president or other presiding individual. In order to maintain appropriate control of the meeting, the president or other presiding individual shall determine the person having the floor at any given time and, if discussion is in progress or to commence, who may participate in the discussion.

Section 3.

All speakers shall confine their remarks to the pending matter as recognized by the president or other presiding individual.

Section 4.

Public speakers shall not directly question members of the Board, the State Superintendent, or staff without express permission of the president or other presiding individual, nor shall Board members, the State Superintendent, or staff address questions directly to speakers without permission of the president or other presiding individual.

Section 5.

The Chief Counsel to the Board or the General Counsel of the California Department of Education, or a member of the Department's legal staff in the absence of the Board’s Chief Counsel, will serve as parliamentarian. In the absence of legal staff, the president or other presiding individual will name a temporary replacement if necessary.

ARTICLE XI

Board Appointments

ADVISORY BODIES

Section 1.

Upon recommendation of the Screening Committee as may be necessary, the Board appoints members to the following advisory bodies for the terms indicated:

a. Advisory Commission on Special Education. The Board appoints five of 17 members to serve four-year terms.
EC 33590
b. Instructional Quality Commission. The Board appoints 13 of 18 members to serve four-year terms.
EC 33530
c. Child Nutrition Advisory Council. The Board appoints 13 members, 12 to three-year terms and one student representative to a one-year term. By its own action, the Council may provide for the participation in its meetings of non-voting representatives of interest groups not otherwise represented among its members, such as school business officials and experts in the area of physical education and activity.
EC 49533
d. Advisory Commission on Charter Schools. The Board appoints eight members to two-year terms.
EC 47634.2(b)(1)
State Board of Education Policy 01-04

OTHER APPOINTMENTS

Section 2.

On the Board's behalf, the president shall make all other appointments that are required of the Board or require Board representation, including, but not limited to: WestEd (Far West Laboratory for Educational Research and Development), Trustees of the California State Summer School for the Arts and the California Subject Matter Projects.

SCREENING AND APPOINTMENT

Section 3.

Opportunities for appointment shall be announced and advertised as appropriate, and application materials shall be made available to those requesting them. The Screening Committee shall paper-screen all applicants, interview candidates as the Committee determines necessary, and recommend appropriate action to the Board.

ARTICLE XII

Presidential Appointments

LIAISONS

Section 1.

The president shall appoint one Board member, or more where needed, to serve as liaison(s) to:

a. The Advisory Commission on Special Education.
b. The Instructional Quality Commission.
c. The Advisory Commission on Charter Schools.
d. The National Association of State Boards of Education, if the Board participates in that organization.
e. The Commission on Teacher Credentialing.

OTHER

Section 2.

The president shall make all other appointments that may be required of the Board or that require Board representation.

ARTICLE XIII

Amendment to the Bylaws

These Bylaws may be amended at any regular meeting of the Board, provided that the amendment has been submitted in writing to the Board and members of the public with the meeting notice.

Abbreviations

Abbreviations used in these Bylaws, citing Board authority, are:

Abbreviation	Description
CC	Constitution of the State of California
CCR	California Code of Regulations
EC	California *Education Code*
GC	California *Government Code*
CFR	Code of Federal Regulations
JPA-FWL	Joint Powers Agreement Establishing the Far West Laboratory for Educational Research and Development, originally entered into by the State Board of Education on February 11, 1966, and subsequently amended

Dates of Adoption and Amendment

Status	Date
Adopted	April 12, 1985
Amended	February 11, 1987
Amended	December 11, 1987
Amended	November 11, 1988
Amended	December 8, 1989
Amended	December 13, 1991
Amended	November 13, 1992
Amended	February 11, 1993
Amended	June 11, 1993
Amended	May 12, 1995
Amended	January 8, 1998
Amended	April 11, 2001
Amended	July 9, 2003
Amended	January 16, 2013

SBE Agenda for September 2015

Agenda for the California State Board of Education (SBE) meeting on September 2-3, 2015.

State Board Members

- Michael W. Kirst, President
- Ilene W. Straus, Vice President
- Sue Burr
- Bruce Holaday
- Aida Molina
- Feliza I. Ortiz-Licon
- Patricia A. Rucker
- Niki Sandoval
- Ting L. Sun
- Trish Williams
- Michael S. McFarland, Student Member

Secretary & Executive Officer

- Hon. Tom Torlakson

Executive Director

- Karen Stapf Walters

Schedule of Meeting	Location
Wednesday, September 2, 2015 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION **Public Session. The Closed Session will take place at approximately 8:30 a.m.** (The Public may not attend.)	**California Department of Education** 1430 N Street, Room 1101 Sacramento, California 95814 916-319-0827

The Closed Session (1) may commence earlier than 8:30 a.m.; (2) may begin at 8:30 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 8:30 a.m.

Schedule of Meeting	Location
Thursday, September 3, 2015 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION **Public Session, adjourn to Closed Session – IF NECESSARY.**	**California Department of Education** 1430 N Street, Room 1101 Sacramento, California 95814 916-319-0827

Please see the detailed agenda for more information about the items to be considered and acted upon. The public is welcome.

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under *Government Code* sections 11126(e)(1) and (e)(2)(A), the State Board of Education hereby provides public notice that some or all of the pending litigation follows will be considered and acted upon in closed session:

- *California School Boards Association, et al. v. California State Board of Education* and *Aspire Public Schools, Inc.,* Alameda County Superior Court, Case No. 07353566, CA Ct. of Appeal, 1st Dist., Case No. A122485, CA Supreme Court, Case No. S186129
- *Cruz et al. v. State of California, State Board of Education, State Department of Education, Tom Torlakson et al.,* Alameda County Superior Court, Case No. RG14727139
- *D.J. et al. v. State of California, California Department of Education, Tom Torlakson, the State Board of Education,* Los Angeles Superior Court, Case No. BS142775,CA Ct. of Appeal, 2nd Dist., Case No. B260075
- *Emma C.*, *et al. v. Delaine Eastin, et al.*, USDC (No.Dist.CA), Case No. C-96-4179
- *Options for Youth, Burbank, Inc., San Gabriel, Inc. Upland, Inc. and Victor Valley*, Notice of Appeal Before the Education Audit Appeals Panel, EAAP Case Nos. 06-18, 06-19- 07-07, 07-08 OAH Nos. L2006100966, L2006110025, L20070706022, L2007060728, Los Angeles County Superior Court, Case No. BC 347454
- *Reed v. State of California, Los Angeles Unified School District, State Superintendent of Public Instruction, Jack O'Connell, California Department of Education,* and *State Board of Education, et al.*, Los Angeles County Superior Court, Case No. BC432420, CA Ct. of Appeal, 2nd Dist., Case No. B230817, CA Supreme Ct., Case No. 5191256
- *Today's Fresh Start v. State Board of Education,* Sacramento County Superior Court, Case No. 34-2015-80002066
- *Vergara et al. v. State of California, Governor Edmund G. Brown, Tom Torlakson, the California Department of Education, the State Board of Education,* Los Angeles County Superior Court, Case No. BC484642, CA Ct. of Appeal 2nd Dist., Case No. B253282, B253310

Conference with Legal Counsel – Anticipated Litigation: Under *Government Code* sections 11126(e), the State Board of Education hereby provides public notice that it may meet in Closed Session to decide whether there is a significant exposure to litigation, and to consider and act in connection with matters for which there is a significant exposure to litigation. Under *Government Code* sections 11126(e)(1) and (e)(2), the State Board of Education hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Under *Government Code* Section 11126(c)(14), the State Board of Education hereby provides public notice that it may meet in Closed Session to review and discuss the actual content of pupil achievement tests (including, but not limited to, the High School Exit Exam) that have been submitted for State Board approval and/or approved by the State Board.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

ALL ITEMS MAY BE HEARD IN A DIFFERENT ORDER THAN HOW THEY ARE LISTED ON THE AGENDA ON ANY DAY OF THE NOTICED MEETING

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Time is set aside for individuals desiring to speak on any topic **not** otherwise on the agenda. Please see the detailed agenda for the Public Session. In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability or any other individual who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE Office at 1430 N Street, Room 5111, Sacramento, CA 95814; by telephone at 916 319-0827; or by facsimile at 916 319-0175.

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD AGENDA
Public Session Day 1

Wednesday, September 2, 2015

Wednesday, September 2, 2015 – 8:30 a.m. Pacific Time ±
California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications

- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
  Public notice is hereby given that special presentations for informational purposes may take place during this session.
- Agenda Items
- Adjournment

AGENDA ITEMS DAY 1

Item 01 (DOC)

Subject: California Assessment of Student Performance and Progress: Update on Program Activities, including, but not limited to, Smarter Balanced Assessments (Summative, Interim, and Digital Library Resources), Technology, Summative Assessment in Primary Languages Other than English, California Alternate Assessment, California Next Generation Science Standards Assessments, and Outreach Activities.

Type of Action: Action, Information

Item 02 (DOC)

Subject: California Assessment of Student Performance and Progress: Superintendent Recommendations for the Elementary and Secondary Education Act Required California Next Generation Science Standards Assessments.

Type of Action: Action, Information

Item 03 (DOC)

Subject: California Assessment of Student Performance and Progress Independent Evaluation Study Plan.

Type of Action: Action, Information

PUBLIC HEARINGS

Public Hearings on the following two agenda items will commence no earlier than 1:00 p.m. on Wednesday, September 2, 2015. The Public Hearings will be held as close to 1:00 p.m. as the business of the State Board permits.

Item 04 (DOC)

Subject: Petition for the Establishment of a Charter School Under the Oversight of the State Board of Education: Consideration of the International Slavic Language School of West Sacramento, which was denied by the Washington Unified School District and the Yolo County Office of Education.

Type of Action: Action, Information, Hearing

Item 05

Subject: Renewal Petition for the Establishment of a Charter School Under the Oversight of the State Board of Education: Consideration of the Academia Avance Charter School, which was considered for denial by the Los Angeles County Board of Education.

Type of Action: Action, Information, Hearing

END OF PUBLIC HEARINGS

Item 06 (DOC)

Subject: School Improvement Grant: Update on the Development of a State-Determined Intervention Model for California for the School Improvement Grant Under Section 1003(g) of the Elementary and Secondary Education Act.

Type of Action: Action, Information

Item 07 (DOC)

Subject: Elementary and Secondary Education Act: Approval of an Amendment to California's Consolidated State Application Accountability Workbook Related to Attendance Rates for Elementary and Middle Grades in the Title I Accountability System.

Type of Action: Action, Information

Item 08 (DOC; 2MB)

Subject: Approval of 2015–16 Consolidated Applications.

Type of Action: Action, Information

WAIVERS / ACTION AND CONSENT ITEMS

The following agenda items include waivers that are proposed for consent and those waivers scheduled for separate action because CDE staff has identified possible opposition, recommended denial, or determined may present new or unusual issues that should be considered by the State Board. Waivers proposed for consent are so indicated on each waiver's agenda item; however, any board member may remove a waiver from proposed consent and the item may be heard individually. On a case-by-case basis, public testimony may be considered regarding the item, subject to the limits set by the Board President or by the President's designee; and action different from that recommended by CDE staff may be taken.

Federal Program Waiver (Carl D. Perkins Vocational and Technical Education Improvement Act)

Item W-01 (DOC)

Subject: Request by five school districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270).

Waiver Numbers:

- Acton-Agua Dulce Unified School District Fed-14-2015
- Carter G. Woodson Public Charter Fed-17-2015
- W. E. B. DuBois Public Charter School Fed-18-2015
- Wheatland Union High School District Fed-15-2015
- Willits Unified School District Fed-16-2015

(Recommended for APPROVAL)

Special Education Program (Extended School Year [Summer School])

Item W-02 (DOC)

Subject: Request by Shasta Union High School District for a renewal to waive *California Code of Regulations*, Title 5, Section 3043(d), which requires a minimum of 20 school days of attendance of four hours each for an extended school year (summer school) for special education students.

Waiver Number: 24-4-2015

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Resource Teacher Caseload)

Item W-03 (DOC)

Subject: Request by six local educational agencies under the authority of California *Education Code* (*EC*) Section 56101 and *California Code of Regulations,* Title 5, Section 3100, to waive *Education Code* Section 56362(c). Approval of this waiver will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).

Waiver Numbers:

- Lakeside Union Elementary School District 11-6-2015

- Pacifica School District 11-5-2015
- Pacifica School District 13-5-2015
- Poway Unified School District 28-5-2015
- Poway Unified School District 29-5-2015
- San Ramon Valley Unified School District 22-5-2015
- San Ramon Valley Unified School District 23-5-2015
- Santa Maria-Bonita School District 19-6-2015
- Union Elementary School District 8-5-2015
- Union Elementary School District 10-5-2015

(Recommended for APPROVAL WITH CONDITIONS)

CHARTER SCHOOL PROGRAM (Nonclassroom-Based Funding)

Item W-04 (DOC)

Subject: Request by six local educational agencies to waive portions of *California Code of Regulations*, Title 5, Section 11963.6(c), relating to the submission and action on determination of funding requests regarding nonclassroom-based instruction.

Waiver Numbers:

- El Dorado County Office of Education 1-7-2015
- El Dorado County Office of Education 2-7-2015
- Elk Grove Unified School District 8-6-2015
- Fresno Unified School District 4-7-2015
- Kit Carson Union Elementary School District 25-5-2015
- Stanislaus County Office of Education 3-7-2015
- Union Hill Elementary School District 12-6-2015

(Recommended for APPROVAL)

Community Day Schools (CDS) (Collocate Facilities and Commingle Grade Levels)

Item W-05 (DOC)

Subject: Request by Lakeport Unified School District for a renewal waiver of California *Education Code* Section 48916.1(d) and portions of Section 48660, to permit a community day school to serve students in grade 6 with students in grades 7 through10.

Waiver Number: 18-5-2015

(Recommended for APPROVAL WITH CONDITIONS)

Equity Length of Time (Equity Length of Time)

Item W-06 (DOC)

Subject: Request by six school districts to waive California *Education Code* Section 37202, the equity length of time requirement for transitional kindergarten and kindergarten programs at the districts' elementary schools.

Waiver Numbers:

- Guadalupe Union Elementary School District 18-6-2015
- Marysville Joint Unified School District 7-6-2015
- Mill Valley Elementary School District 17-5-2015
- Newark Unified School District 24-5-2015
- Waugh Elementary School District 16-5-2015
- Weaver Union School District 5-5-2015

(Recommended for APPROVAL WITH CONDITIONS)

School District Reorganization (60-day Requirement to Fill Board Vacancy)

Item W-07 (DOC)

Subject: Request by three local educational agencies to waive portions of California *Education Code* Section 5091, which will allow the board of trustees to make a provisional appointment to a vacant board position past the 60-day statutory deadline.

Waiver Numbers:

- Flournoy Union Elementary School District 15-6-2015
- Lakeside Union Elementary School District 2-6-2015
- Shasta Union Elementary School District 7-5-2015

(Recommended for APPROVAL)

School District Reorganization (Elimination of Election Requirement)

Item W-08 (DOC)

Subject: Request by four school districts to waive California *Education Code* Section 5020, and portions of sections 5019, 5021, and 5030, that require a districtwide election to establish a by-trustee-area method of election.

Waiver Numbers:

- Buena Park Elementary School District 14-6-2015
- Centralia Elementary School District 16-6-2015
- Newhall School District 1-8-2015
- Oxnard School District 13-6-2015

(Recommended for APPROVAL)

Schoolsite Council Statute (Number and Composition of Members)

Item W-09 (DOC)

Subject: Request by seven local educational agencies under the authority of California *Education Code* Section 52863 for waivers of *Education Code* Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.

Waiver Numbers:

- Baker Valley Unified School District 12-5-2015
- Big Pine Unified School District 1-5-2015
- Golden Valley Unified School District 5-6-2015
- Igo, Ono, Platina Union Elementary School District 17-6-2015
- Los Angeles Unified School District 1-6-2015
- Mariposa County Unified School District 20-5-2015
- Mariposa County Unified School District 21-5-2015
- Plumas Unified School District and Plumas County Office of Education 15-5-2015

(Recommended for APPROVAL WITH CONDITIONS)

State Testing Apportionment Report (CAHSEE)

Item W-10 (DOC)

Subject: Request by two local educational agencies to waive the State Testing Apportionment Information Report deadline as stipulated in the *California Code of Regulations*, Title 5, Section 11517.5(b)(1)(A), regarding the California English Language Development Test; or Title5, Section 1225(b)(3)(A), regarding the California High School Exit Examination; or Title 5, Section 862(b)(2)(A) prior to February 2014, regarding the Standardized Testing and Reporting Program; or Title 5, Section 862(b)(2)(A), regarding the California Assessment of Student Performance and Progress System.

Waiver Numbers:

- Brentwood Union Elementary School District 22-4-2015

- Victor Valley Union High School District 20-4-2015

(Recommended for APPROVAL)

Class Size Penalties (Over Limit on Grades 1-3)

Item W-11 (DOC)

Subject: Request by two school districts, under the authority of California *Education Code* Section 41382, for a renewal to waive portions of *Education Code* sections 41376(a), (c), and (d) and/or 41378(a) through (e), relating to class size penalties for kindergarten through grade three. For kindergarten, the overall class size average is 31 to one with no class larger than 33. For grades one through three, the overall class size average is 30 to one with no class larger than 32.

Waiver Numbers:

- Orange Unified School District 21-4-2015
- South Whittier Elementary School District 25-4-2015

(Recommended for APPROVAL WITH CONDITIONS)

END OF WAIVERS

Item 09 (DOC)

Subject: Elementary and Secondary Education Act: Approval of Local Educational Agency Plans, Title I, Section 1112.

Type of Action: Action, Information

Item 10 (DOC)

Subject: Consideration of Retroactive Requests for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California *Education Code* Sections 47612.5 and 47634.2, and Associated *California Code of Regulations*, Title 5.

Type of Action: Action, Information

Item 11 (DOC)

Subject: Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.

Type of Action: Action, Information

Item 12 (DOC)

Subject: STATE BOARD PROJECTS AND PRIORITIES.

Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.

Type of Action: Action, Information

Item 13 (DOC)

Subject: GENERAL PUBLIC COMMENT.

Public Comment is invited on any matter **not** included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.

Type of Action: Information

ADJOURNMENT OF DAY'S SESSION

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD AGENDA
Public Session Day 2

Thursday, September 3, 2015

Thursday, September 3, 2015 – 8:30 a.m. Pacific Time ±
California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
  Public notice is hereby given that special presentations for informational purposes may take place during this session.
- Agenda Items
- Adjournment

AGENDA ITEMS DAY 2

Item 14 (DOC)

Subject: Developing a New Accountability System: Proposed Framework for the New Accountability System; Local Approaches to Accountability and Systems of Support; Update on the Local Control Funding Formula Evaluation Rubrics as specified in California *Education Code* Section 52064.5, Including a Discussion on Standards and Expectations for Improvement; Review of the Local Control and Accountability Plan Electronic Template Field Test.

Type of Action: Action, Information

- Item 14 Attachment 3 (DOC)

ADJOURNMENT OF MEETING

This agenda is posted on the State Board of Education's Web site [http://www.cde.ca.gov/be/ag/]. For more information concerning this agenda, please contact the State Board of Education at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; facsimile 916-319-0175. Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an electronic copy to SBE@cde.ca.gov, with the item number clearly marked in the subject line. In order to ensure that comments are received by board members in advance of the meeting, please submit these and any related materials to our office by 12:00 Noon on August 28, 2015, the Friday prior to the meeting.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 01

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
California Assessment of Student Performance and Progress: Update on Program Activities, including, but not limited to, Smarter Balanced Assessments (Summative, Interim, and Digital Library Resources), Technology, Summative Assessment in Primary Languages Other than English, California Alternate Assessment, California Next Generation Science Standards Assessments, and Outreach Activities.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

This item reflects the collaboration of the Assessment Development and Administration Division (ADAD), the Educational Data Management Division (EDMD), the Special Education Division (SED), and the Analysis, Measurement, and Accountability Reporting Division (AMARD) of the California Department of Education (CDE) with regard to the California Assessment of Student Performance and Progress (CAASPP) System.

Update on Smarter Balanced Summative Assessments

Local educational agencies (LEAs) have had access to the 2014–15 summative assessment results using the Online Reporting System that allows for the timely reporting of preliminary results. As announced at the July State Board of Education (SBE) meeting, LEA test site coordinators were granted access to the Online Reporting System in August. LEAs began receiving shipments of Individual Student Reports (ISRs) for distribution to parents in August and those shipments to LEAs will continue through September. To assist parents in understanding the ISR and the Smarter Balanced test results, the CDE has recently posted a *Guide to Understanding Your CAASPP Student Score Report* that can be found on the CDE Understanding the CASSPP Student Score Reports Web page at http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp. Additionally, the CDE, in collaboration with the Smarter Balanced Assessment Consortium and with support from the California State Parent Teacher Association, has also posted a *Parent Guide to the Smarter Balanced Summative Assessments: Overview and Sample Questions* on the CDE CAASPP Web page under the Students and Parents Tab at http://www.cde.ca.gov/ta/tg/ca/index.asp?tabsection=3#ssr. The CDE, in collaboration with the Smarter Balanced Assessment Consortium, is currently working on a teacher guide to be released shortly.

The CDE is planning for the public release of the first operational administration of the Smarter Balanced Summative Assessments after the September SBE Meeting. In preparation for the public release of the CAASPP results, the CDE has been presenting to various stakeholders about the new Web site specifically developed to display results of the Smarter Balanced Summative Assessments (see Attachment 1). A PowerPoint presentation of the new Web site will be provided as an Item Addendum as Attachment 2.

In preparation for the 2015–16 administration of the Smarter Balanced Summative Assessments, the CDE is working in collaboration with the California CAASPP contractor (i.e., Educational Testing Service [ETS]) to identify enhancements to the Test Operations Management System, test delivery system, and test reporting system. An example of one such enhancement will be the addition of an educator role that will provide educators with access to the preliminary results in the Online Reporting System. These decisions are driven by the various activities conducted in 2014–15 to collect information and feedback from users, including such techniques as surveys, focus groups, and stakeholder meetings. These enhancements, along with the addition of various trainings and professional development opportunities referenced in the Outreach Activities section of this item, are consistent with a continuous improvement approach.

Update on Smarter Balanced Interim Assessments

On August 10, 2015, administration of the kindergarten through grade twelve (K–12) interim assessments in English language arts/literacy (ELA) and mathematics became available to LEAs for the 2015–16 school year. The CDE, working in collaboration with the Smarter Balanced Assessment Consortium and the CAASPP contractor, will continue to improve the interim assessment system (including the test delivery and reporting systems) throughout the 2015–16 school year and beyond. The following enhancements were made available to LEAs for the 2015–16 school year:

- LEAs may now administer the interim comprehensive assessments (ICAs) up to three times per student and the interim assessment blocks (IABs) an unlimited number of times. This is an increase from the two opportunities that were in place for the ICAs and IABs during the 2014–15 school year.

- LEAs may now administer interim assessments for any grade level to any student. This is a change from the restricted availability of the interim assessments that was in place during the 2014–15 school year (i.e., availability at enrolled grade level, one grade level below enrolled grade, and one grade level above enrolled grade).

Update on Smarter Balanced Digital Library of Formative Resources

Over 236,000 California educators are registered users of the Smarter Balanced Digital Library. In June 2015, in response to feedback from Digital Library users across Smarter Balanced member states, Smarter Balanced launched a redesigned Digital Library landing page as well as several other enhancements.

On July 13, 2015, the CDE released a Digital Library training video for K–12 educators. The video provides an overview of the formative assessment process, instructions for logging into and navigating the Digital Library, and information on cross-state collaboration features within the Digital Library. This video is available on the CDE Digital Library Web page at http://www.cde.ca.gov/ta/tg/sa/diglib.asp.

Over 100 California educators continue to be part of the Digital Library State Network of Educators (SNE). Members of the SNE develop and review resources for inclusion in the Digital Library and have expertise working with various student groups. Of the current SNE members, 59 percent have experience teaching students with disabilities and 84 percent have experience teaching English learners. California SNE members are overseen by the State Leadership Team (SLT), a group of CDE employees that provides guidance throughout the resource submission and review process. In July 2015, 26 California SNE members and 4 SLT members participated in an in-person workshop, hosted by Smarter Balanced. This group was trained in evaluating and submitting materials to the Digital Library. As a result of this workshop, approximately 52 new resources were added to the Digital Library.

Approximately 35 SNE members are scheduled to participate in an online course offered by WestEd titled “Formative Assessment Insights: A Digital Professional Learning Experience for Teachers.” This five-month course begins in September 2015. The purpose of this course is to increase participants’ understanding of formative assessment processes and help them become skillful users of formative assessment processes within their classrooms in the context of college and career ready standards.

Technology Update

> The K–12 High Speed Network (K12HSN) is continuing to work with service providers to ensure that the 171 sites moving forward for improved connectivity through the Broadband Infrastructure and Improvement Grant (BIIG) remain on schedule. The upgrades for Alta Vista Elementary School in Tulare County and Di Giorgio Elementary in Kern County are complete and data are passing through the circuits. For additional information about the status of the remaining sites, please visit the K12HSN BIIG Circuit Installation Web page at https://sites.google.com/a/icoeapps.org/biig/. *(Note: If the preceding link does not display properly, copy and paste the Web address to a Web browser directly.)*

The 2015–16 Budget Act allocates $50 million to the K12HSN for the BIIG program. Similar to the BIIG program in 2014–15, the 2015 Budget Act directs the K12HSN to work in consultation with the CDE and SBE to distribute grants in the following in order of priority.

- First priority will be given to school sites with a current connection below 20 Kilobits per second (Kbps) per student, that will be unable to administer the 2016 computer-based CAASPP assessment and are unable to improve their Internet connection.

- Second priority will be given to schools with less than 100 Kbps per student and which have limited options to improve their connections for the computer-based CAASPP assessment.
- Third priority will be given to schools if funds are available, to underconnected schools ranked by the lowest connection capacity.

The 2015–16 Budget Act allows the K12HSN to fund projects that will result in per pupil costs of more than $1,000 per test taking pupil only upon approval by the Department of Finance (DOF), and no sooner than 30 days after notification in writing is provided to the Joint Legislative Budget Committee. Additionally, any remaining funds may be used to provide grants to under-connected schools that do not have adequate broadband infrastructure. As a condition of receiving grant funding, all sites must commit to support the ongoing monthly costs associated with improved Internet infrastructure.

The 2015–16 Broadband Infrastructure Improvement Gant (BIIG) opened on August 21, 2015, and closes on September 30, 2015. This timeframe is designed to allow sufficient time for service providers to submit bids in accordance with the E-rate process. The bids will be reviewed by K12HSN, a technical review panel comprised of regional technology LEA staff, and submitted to the CDE, SBE, and DOF for final review and approval. Up to date information on the grant process is available on the K12HSN Broadband Grants BIIG 2.0 Web page at http://www.k12hsn.org/grants/biig2/.

The 2015–16 Budget Act also allocates $10 million to the K12HSN to provide professional development and technical assistance to LEAs related to network management. Specifically, the Budget Act states the following:

1. Professional development and technical assistance shall include training of LEA staff, and development and distribution of best practices, guidance, and other elements of technical support to implement network infrastructure within schools and to provide school districts with utilization information for optimal decisions.

2. The K12HSN may partner with county offices of education (COEs) or other LEAs to provide statewide access to training and resources.

The K12HSN is consulting with their Advisory Board and other education stakeholders on options for spending these funds to support LEAs.

Summative Assessment in Primary Languages Other than English

The CDE presented in an August Memorandum the California Assessment of Student Performance and Progress: Primary Language Assessment Stakeholder Meetings and Online Survey Report. At a future SBE meeting, the CDE will present the State Superintendent of Public Instruction's recommendation for the development and administration of a summative assessment in primary languages other than English for the SBE's approval.

California Alternate Assessment

The CDE continues to communicate with the Arizona Department of Education (the fiscal agent for the new multistate collaborative that will administer the assessments developed by the National Center and State Collaborative [NCSC]) in an effort to realize the use of NCSC items and/or the NCSC assessment in 2016.

In an October Memorandum, the CDE plans to present information on the California Alternate Assessment (CAA) 2015 field test data.

During the fall, the CDE will hold numerous meetings with teachers to review the NCSC Performance Level Descriptors (PLDs) to assist with the development of the CAA PLDs. The CAA PLDs as well as the CAA Standard Setting Plan will be brought to the SBE in March 2016 for approval prior to the CAA first operational administration April 11 through June 20, 2016.

Update on California Next Generation Science Standards Assessments

The CDE is continuing its active engagement with state and national science educators and experts involved in Next Generation Science Standards (NGSS) assessment development work. The CDE is a member of the Council of Chief State School Officers (CCSSO) Science Assessment Item Collaborative (SAIC)—a collaborative of states established to develop high-quality summative science test items aligned to the NGSS that could be used by member states as they build state science assessments. The SAIC project is divided into two phases. Phase I ran from December 2014 through June 2015 and focused on the development of the SAIC Assessment Framework (*Framework),* Item Specifications Guidelines, and science item prototypes. The Framework and the Item Specifications Guidelines are in their final review stage and anticipated to be released in the summer of 2015. As a part of Phase I, SAIC is also developing two clusters of approximately seven to ten science item prototypes each. Cluster one includes grade five items while cluster two includes high school item prototypes. The science item prototypes are currently in their initial stages of development and are anticipated to be released in the fall of 2015. The CCSSO is still developing a Phase 2 plan for states to evaluate and determine their decisions for continued participation.

Outreach and Professional Development Activities

The CDE, in coordination with its assessment contractors and CDE Senior Assessment Fellows, continues to conduct outreach activities and provide professional development opportunities to prepare LEAs for the administration of the CAASPP System. Outreach efforts are outlined in Attachment 1.

The 2015–16 Budget Act secured funding for Senior Assessment Fellows to provide continued training and support to California LEAs administering the Smarter Balanced assessments in 2015–16. The CDE has contracted with the Sacramento County Office of Education (SCOE) for six part-time Senior Assessment Fellows to provide this service.

In August 2015, as part of the CAASPP administration contract with ETS, the CDE delivered Summer Scoring Workshops that provided support to LEA staff in understanding the hand scoring of the Smarter Balanced assessments. Each of the eight one-day regional workshops trained educators on the use of the Smarter Balanced rubrics to score student responses. Separate sessions were conducted for ELA and mathematics.

In September 2015, the CDE will conduct the annual North/South assessment meetings. The meetings will be held in Sacramento and Ontario and are attended by LEA CAASPP and other test coordinators. The meetings will provide CDE and Smarter Balanced Assessment Consortium staff the opportunity to provide timely information on statewide assessments and accountability.

In October 2015, as part of a contract with SCOE, the CDE will begin providing regional in-person CAASPP Institutes to teams of LEA staff. The CAASPP Institutes will consist of a two-part workshop designed to provide professional development for teams at schools and school districts throughout the state on how to best use all components of the CAASPP System including the summative assessments, the interim assessments, and the Digital Library provided by Smarter Balanced to improve teaching and learning. LEA staff team members may include, but not be limited to, those working in the areas of curriculum and instruction, assessment, accountability, English learners, students with disabilities, and technology. At least one site or district administrator may also be part of the team.

RECOMMENDATION

This item is for information only. No specific action is recommended.

BRIEF HISTORY OF KEY ISSUES

California Assessment of Student Performance and Progress

Per California *Education Code* (*EC*) Section 60640, the CAASPP System succeeded the Standardized Testing and Reporting Program on January 1, 2014.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In August 2015, the CDE provided the SBE with an Information Memorandum on the CAASPP teacher and student feedback sessions conducted after the spring administration of the Smarter Balanced Summative Assessments. The August 2015 SBE Memoranda can be found on the SBE August Information Memorandum Web page at http://www.cde.ca.gov/be/pn/im/infomemoaug2015.asp.

In June 2015, the CDE provided the SBE with an Information Memorandum on the CAASPP pre-test survey results and an update on the stakeholder meeting for

California Next Generation Science Standards Assessments required by the Elementary and Secondary Education Act (http://www.cde.ca.gov/be/pn/im/infomemojun2015.asp). In May 2015, the SBE approved ETS as the new CAASPP contractor.

In April 2015, the CDE provided the SBE with an Information Memorandum on the process used to recruit, train, and monitor raters for the hand scoring of the Smarter Balanced Summative Assessment items (http://www.cde.ca.gov/be/pn/im/infomemoapr2015.asp).

In March 2015, the SBE approved the CAASPP Individual Student Report (ISR) with technical edits (http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp).

In January 2015, the CDE provided the SBE with an update on the BIIG, the progress of the Smarter Balanced Interim Assessments, the Digital Library, the CAA, and the plan for reporting the 2014–15 CAASPP results (http://www.cde.ca.gov/be/ag/ag/yr15/agenda201501.asp).

In November 2014, the CDE provided the SBE with an update on CAASPP activities, including Smarter Balanced, achievement level setting, and technology (http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item02a2.pdf).

In November 2014, the SBE approved the CDE's recommendations for the full implementation of a technology-enabled assessment system and the administration of the Smarter Balanced Summative Assessments in 2014–15 (http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item03.doc).

FISCAL ANALYSIS (AS APPROPRIATE)

The 2015–16 Budget Act allocates $50 million to the K12HSN for the BIIG program grants for LEAs and $10 million for the K12HSN professional development and technical assistance activities.

The 2015–16 Budget Act provides $94 million in funding for CAASPP contract activities in 2015–16. This funding is being utilized for the following CAASPP contracts:

- Contract activities provided by ETS ($83.6 million: $7.6 million in Contract 5417; $76 million in Contract CN150012) as approved by the SBE for test administration and development activities, including the development of NGSS and primary language assessments per SBE input

- A contract with the University of California, Los Angeles ($8 million) approved by the SBE that provides Smarter Balanced consortium-managed services, including access to the Smarter Balanced summative assessments, interim assessments, and Digital Library tools

- A contract with the Human Resources Research Organization ($774,117) for a multi-year independent evaluation of the CAASPP System per requirements in California *EC* Section 60649

- A contract with SCOE ($1.5 million in one-time funding) for CAASPP support activities, including regional CAASPP Institutes and Senior Assessment Fellows services per authority in the 2015 Budget Act (6100-113-0001, Provision 13)

Funding for 2016–17 and beyond will be contingent upon an annual appropriation being made available from the Legislature in future fiscal years.

ATTACHMENT(S)

Attachment 1: California Assessment of Student Performance and Progress Outreach and Professional Development Activities (4 Pages)

Attachment 2: *Starting Points: Understanding Smarter Balanced Baseline Scores* PowerPoint presentation will be provided as an Item Addendum.

California Assessment of Student Performance and Progress Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with its assessment contractor and CDE Senior Assessment Fellows, have provided a variety of outreach activities to prepare local educational agencies (LEAs) for the administration of California Assessment of Student Performance and Progress (CAASPP) System of assessments. Outreach efforts have included Webcasts, in-person test administration workshops, focus group meetings, and presentations for numerous LEAs throughout the state. The following table lists presentations during July and August 2015. In addition, the CDE continues to release information regarding the CAASPP System of assessments, including weekly updates, on its Web site and through e-mail Listservs.

Presentations by CDE Staff					
Date	**Event Name**	**Event Location**	**Assessment**	**Number of Attendees**	**Description**
7/23/2015	Regional Assessment Network	Sacramento	CAASPP System	25	CDE staff presented a general update on the CAASPP System.
8/10/2015	San Diego Assessment Symposium	San Diego	CAASPP System	TBD	Keric Ashley, Deputy Superintendent of the District, School, and Innovation Branch, presented an update on the CAASPP System to LEA assessment directors in San Diego County.
8/13/2015	Advisory Committee on Special Education	Sacramento	CAASPP System	30	CDE staff presented a general update on the CAASPP System.
8/25/2015 Tentative	Stakeholders Meeting	Webinar	CAASPP System	TBD	Presentation in preparation for the public release of scores. Topics included the student report, public reporting Web site and the parent guide.
8/26/2015 Tentative	Webcast – LEA Coordinators and Public Information Officers	Webcast	CAASPP System	TBD	Presentation in preparation for the public release of scores. Topics included the student report, public reporting Web site and the parent guide.

Presentations by CDE Staff					
Date	**Event Name**	**Event Location**	**Assessment**	**Number of Attendees**	**Description**
8/27/2015 Tentative	Media	Webinar	CAASPP System	TBD	Presentation in preparation for the public release of scores. Topics included the student report, public reporting Web site and the parent guide.
8/28/2015 Tentative	Legislative Staff Briefing	Sacramento	CAASPP System	TBD	Presentation in preparation for the public release of scores. Topics included the student report, public reporting Web site and the parent guide.

CAASPP Administration Contractor Workshops			
Date	**Event Location**	**Number of Attendees**	**Description**
8/3/2015	Sacramento	155	Summer Scoring Workshops: In-person, full-day workshops conducted across the state to train California educators on the rubrics and anchors used to score constructed responses for the Smarter Balanced Summative and Interim Assessments.
8/10/2015 – 8/11/2015	Fresno	199	
8/11/2015 – 8/12/2015	Los Angeles County Office of Education (COE)	223	
8/17/2015	Riverside COE	223	
8/17/2015 – 8/18/2015	Humboldt COE	35	
8/19/2015	San Diego	218	
8/19/2015 – 8/20/2015	Shasta COE	56	
8/21/2015	Ventura COE	199	

CAASPP Presentations by Senior Assessment Fellows				
Dates	**Event Location**	**Number of Attendees**	**Target Audience**	**Topic**
7/16/2015	Los Angeles COE	80	LEA administrators and leads	2015 Student Achievement Symposium. Introduction to Performance Tasks
7/22/2015	South Bay Network	10	District assessment directors	Smarter Balanced update
7/22/2015	Alameda COE	16	LEA assessment leaders	Summative assessments and reporting results from summative assessments
7/23/2015	Merced COE	10	COE and curriculum and instruction staff	Smarter Balanced update and reporting results from summative assessments
7/24/2015	Rocklin Unified School District	10	District staff	Interim Assessments
7/29/2015	Alameda COE	16	LEA assessment leaders	Summative assessments and reporting results from summative assessments
7/29/2015	San Mateo COE	20	COE curriculum and instruction leaders	Summative assessments and interim assessments
7/30/2015	Los Angeles COE	120	LEA assessment directors and curriculum leads	Interim assessments and Smarter Balanced update
7/31/2015	Riverside COE	40	TBD	Summative assessments
8/4/2015	Riverside COE	3	TBD	Formative assessments, Digital Library, and interim assessments
8/10/2015	San Diego COE	65	District staff	Interim assessments, formative assessments, and Digital Library
8/11/2015	Inglewood Unified School District	30	Inglewood site principals	Summative assessments

CAASPP Presentations by Senior Assessment Fellows				
Dates	**Event Location**	**Number of Attendees**	**Target Audience**	**Topic**
8/11/2015	Napa COE	20	LEA curriculum and instruction leaders	Smarter Balanced summative assessments
8/11/2015	Siskiyou COE	30	District superintendents and curriculum staff	Summative assessments and reporting results from summative assessments
8/25/2015	Los Angeles COE	TBD	LEA assessment directors and curriculum leads	Using Interim Assessments Strategically
8/25/2015	Santa Rosa COE	TBD	District and school leaders, content specialists, and lead teachers	Reporting results from summative assessments
8/28/2015	Shasta COE	TBD	TBD	Support use of scores from summative assessments and further use of interim assessments

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 02

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
California Assessment of Student Performance and Progress: Superintendent Recommendations for the Elementary and Secondary Education Act Required California Next Generation Science Standards Assessments.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

The California Assessment of Student Performance and Progress (CAASPP) System includes the continued administration of state-developed paper-pencil science assessments, including alternate assessments that were previously administered through the Standardized Testing and Reporting (STAR) Program. These science assessments will be administered until successor assessments, aligned with the California Next Generation Science Standards (CA NGSS), are approved by the State Board of Education (SBE). This item only addresses the science assessments to be used to meet the federal Elementary and Secondary Education Act (ESEA) requirements related to the assessment of science standards.

California *Education Code* (*EC*) Section 60640(b)(2)(B) requires the State Superintendent of Public Instruction (SSPI) to provide the SBE with recommendations for the ESEA-required science assessments that must be implemented at least once in each of the following grade spans: three through five, six through nine, and ten through twelve. As required by law, the SSPI consulted with California science education stakeholders regarding the grade levels and type of tests to be used for the new CA NGSS assessments. Stakeholders were selected to include California science teachers, individuals with expertise in assessing English learners (ELs) and students with disabilities (SWDs); parents/guardians; and assessment specialists.

Additional recommendations regarding science assessments to augment ESEA-required science assessments will be included in the 2016 additional CAASPP assessment considerations report.

RECOMMENDATIONS

The California Department of Education (CDE) submits for approval the following recommendations regarding the development and administration of the CA NGSS-aligned science assessments to meet the requirements of state law and the current ESEA:

Recommendation One: The CA NGSS assessments (including the CA NGSS alternate assessment for students with significant cognitive disabilities) will be developed to support teaching and learning; consistent with the *Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2016)*. The CA NGSS assessments will be administered to all eligible students in grades five and eight and once in grades nine through eleven. The CA NGSS assessments will be developed based on blueprints to be approved by the SBE. The CDE will continue to explore additional ways of incorporating science into the CAASPP system and will provide those recommendations to the SBE for consideration as part of the CAASPP expansion recommendations in early 2016.

Recommendation Two: The CA NGSS assessments (including the CA NGSS alternate assessment for students with significant cognitive disabilities) to be administered once in grades nine through eleven, is a high school biological end-of-course (EOC) science assessment. Students in grades nine through eleven who are completing a biological science course aligned with the CA NGSS that meets the local educational agency (LEA) requirement for graduation shall be given the CA NGSS high school biological science assessment. The student scores will be reported at the time of the test. However, the participation in grade nine, ten, or eleven EOC biological sciences assessments will be reported in grade eleven to meet current ESEA accountability requirements.

Recommendation Three: The CA NGSS assessments must be designed to ensure that all individual students will receive scores. The CDE shall explore options, such as the use of matrix sampling of the Performance Expectations (content standards) to expand the breadth of content coverage at each grade level assessed. The assessments shall be computer-based tests and may consist of performance tasks.

BRIEF HISTORY OF KEY ISSUES

This item reflects the collaboration of the Assessment Development and Administration Division (ADAD), the Curriculum Frameworks and Instructional Resources Division, and the Professional Learning Support Division of the CDE in the ongoing work of the *State Implementation Plan for the California Next Generation Science Standards for Public Schools, Kindergarten through Grade Twelve.* (http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item07.doc).

ETS is the current contractor for the CAASPP System and responsible for developing the CA NGSS assessments. In addition to current contractor activities with ETS, the CDE is actively engaged in supplementary, collaborative activities with science educators and specialists interested in developing NGSS summative and interim assessment items. The CDE participated in Phase I of the Council of Chief State School Officers (CCSSO) Science Assessment Item Collaborative (SAIC). The SAIC is a collaborative of states established to develop high-quality summative science test item aligned with the NGSS that could be used by member states as they build state science assessments. Phase I resulted in the development of an assessment framework document and draft item specification guidelines. The Phase II work on item development has not commenced.

The CDE and ETS are also collaborating with the Stanford NGSS Assessment Project (SNAP) as they build a coherent system of formative and interim science assessments aligned with the CA NGSS for grades three through five and six through eight. SNAP has received funding from the Bechtel Foundation, and is particularly interested in developing performance tasks for use in the classroom as formative tools.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In May 2015, the SBE designated ETS as the CAASPP contractor for the 2015–16, 2016–17, and 2017–18 test administrations, including the development, pilot testing, and field testing of new CA NGSS science assessments (including the CA NGSS alternate assessment for students with significant cognitive disabilities) in the grades and content areas to be approved by the SBE.

In May, June, and July 2015, the CDE provided the SBE with updates on the CA NGSS assessments.
(http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item02.doc)
(http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-jun15item03.doc)
(http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item03.doc)

In November 2014, the SBE was provided with updates regarding science stakeholder meetings that were conducted in July 2014.
(http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item02.doc).

In May and September 2014, the CDE provided the SBE with updates regarding the *NGSS Systems Implementation Plan for California* (*Plan*). Updates included the format, elements, and development process of *The Plan*.
(http://www.cde.ca.gov/be/ag/ag/yr14/documents/may14item05.doc).

In September 2013, the SBE adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* as required by *EC* Section 60605.85. (http://www.cde.ca.gov/be/ag/ag/yr13/documents/sep13item10.doc).

In January 2013, the SSPI provided the SBE with comprehensive recommendations for transitioning California to a future assessment system as required by *EC* Section 60604.5. The SSPI's recommendations report can be found on the CDE Statewide Pupil Assessment System Web page at http://www.cde.ca.gov/ta/tg/sa/ab250.asp.

FISCAL ANALYSIS (AS APPROPRIATE)

In May 2015, the SBE, the CDE, and the Department of Finance (DOF) approved a CAASPP ETS contract budget of $76 million for fiscal year 2015–16, $82.8 million for fiscal year 2016–17, $75.8 million for fiscal year 2017–18, and $5.4 million for fiscal year 2018–19, for a total ETS contract budget of $240 million. The costs for the development, pilot testing, and field testing of new CA NGSS assessments to replace and succeed the California Standards Tests for Science, California Modified

Assessment for Science, and California Alternate Performance Assessment for Science used for ESEA reporting are included in the approved ETS CAASPP contract budget. Per *EC* Section 60643, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may only be made with the approval of the CDE, the SBE, and the DOF.

The 2015 Budget Act includes $76 million for the CAASPP ETS contract work in fiscal year 2015–16. Funding for 2016–17 and beyond will be contingent upon an annual appropriation being made available from the Legislature in future fiscal years.

ATTACHMENT(S)

Attachment 1: Background on the Development of the State Superintendent of Public Instruction's Recommendations for the Elementary and Secondary Education Act-Required California Next Generation Science Standards Assessments (21 Pages)

Background on the Development of the State Superintendent of Public Instruction's Recommendations for the Elementary and Secondary Education Act-Required California Next Generation Science Standards Assessments

Prepared by the

Assessment Development and Administration Division

District, School, and Innovation Branch

September 2015

Background on the Development of the State Superintendent of Public Instruction's Recommendations for the Elementary and Secondary Education Act-Required California Next Generation Science Standards Assessments

Table of Contents

Section 1: Statutory Requirements **3**
Section 2: Background **4**
Development and Administration of the Computer-based Test Tryout 6
Science Assessment Stakeholder Meetings 6
Current California Department of Education Activities 6
The Evolution of California's Science Assessment System 7
Components of the Previous Statewide Science Assessment System 7
Timeline 8
Section 3: Considerations Guiding the State Superintendent of Public Instruction's Recommendations for the Elementary and Secondary Education Act-Required California Next Generation Science Standards Assessments **9**
Specific Considerations for federal ESEA-required CA NGSS Assessments 9
Overall Considerations 10
Section 4: Next Steps **12**
Online Resources **14**
References **15**
Appendixes
Appendix A: National Landscape for the Federal Elementary and Secondary Education Act-Required High School Test 16
Appendix B: Proposed CAASPP Science Assessments Implementation Timeline 17
Appendix C: Analysis of Science Courses Taken in California 2013–14 18
Appendix D: CAASPP Technical Advisory Group, 2012–13 21

**Background on Developing the
State Superintendent of Public Instruction's Recommendations for the
Elementary and Secondary Education Act-Required
California Next Generation Science Standards Assessments**

Section 1
Statutory Requirements

California *Education Code (EC)* Section 60640 (b)(2)(B) set forth the requirement that the State Superintendent of Public Instruction (SSPI) provide the State Board of Education (SBE), "as soon as is feasible," with recommendations for the assessment of the newly adopted California Next Generation Science Standards (CA NGSS), including a plan for the implementation of at least one science assessment in each of the following grade spans: three through five, six through nine, and ten through twelve. These assessments will be used to meet the federal Elementary and Secondary Education Act (ESEA) requirements related to the assessment of science standards. In developing the recommendations, the SSPI was required to consult with specific stakeholder groups regarding the grade level and the type of assessment to be used for the newly adopted standards.

In 2011, Assembly Bill (AB) 250 amended EC 60604.5 to require the SSPI to develop recommendations for a transition plan for statewide assessments. In 2013, the SBE approved the SSPI's recommendations contained in *Recommendations for Transitioning California to a Future Assessment System* (2013), which was submitted as required by *EC* Section 60604.5. In the same year, California adopted new science standards (CA NGSS) as required by *EC* Section 60605.85 and initiated the process of integrating the new standards into the state educational system by updating the *Science Framework for California Public Schools* to align with the CA NGSS as required by *EC* Section 60200.9. In 2014, California adopted the *NGSS Systems Implementation Plan for California*, as required by *EC* Section 60605.85 (b). Presented with the requirements of *EC* Section 60640 (b)(2)(B) and these events, the California Department of Education (CDE) consulted with California science education stakeholders, including K–12 science teachers and higher education faculty, individuals with expertise in assessing English learners and students with disabilities, parents, content and assessment experts, and STEM (Science, Technology, Engineering, and Mathematics) professionals from various organizations across the state. The SSPI considered this feedback as well as federal and state requirements and budget constraints in developing recommendations for the ESEA-required CA NGSS assessments (including alternate assessments).

**Background on Developing the
State Superintendent of Public Instruction's Recommendations for the
Elementary and Secondary Education Act-Required
California Next Generation Science Standards Assessments**

Section 2
Background

As states across the nation strive to ensure that their students are prepared for college and careers in the competitive, global economy of the twenty-first century, California and fourteen other states, including the District of Columbia, have adopted a new set of standards that detail assessable performance expectations (PEs)—the NGSS. The NGSS were developed consistent with the National Research Council's (NRC's) *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (NRC, 2012), hereafter referred to as the *NRC K–12 Science Framework*. California adopted the California NGSS (CA NGSS) in 2013 and initiated the process to integrate the new standards into the state educational system.

In California, multiple efforts are taking place as the state moves through its transitional phase of the implementation of the CA NGSS and the CA NGSS assessments (including CA NGSS alternate assessments) that are anticipated to become operational in the 2018–19 school year. Guided by its mission and commitment to providing a world-class education for all students and the legislative requirements for the development and implementation of CA NGSS assessments, the state has an opportunity to examine its current science assessment system and consider what should be included in the future science assessment system.

To appropriately develop its next generation of science assessments, California must first decide on the goals and priorities for the system of assessments—the information gained from the new science tests, the design and components of the new system, the cost of developing the new system, the implementation of the system in relation to curriculum and instruction, and the evaluation and sustainability of the system. The current science assessments are designed to measure the achievement of individual students against a set of specific grade-level science standards or science content area. Aggregations of the scores serve to indicate how specific groups of students are doing against the same grade-level science content standards or science content area.

As an initial step toward the integration process, the CDE and a statewide group of science education stakeholders developed the *NGSS Systems Implementation Plan for California (Plan).* The *Plan* is meant to serve as a guide of eight interwoven strategies to assist the California science education community with implementation of the CA NGSS throughout the state. Guiding Strategy 3 of the *Plan* focuses on developing CA NGSS-aligned assessments (including CA NGSS alternate assessments) that support the improvement of teaching and learning and provide information that can be used for accountability.

The *Recommendations for Transitioning California to a Future Assessment System* (2013) (http://www.cde.ca.gov/ta/tg/sa/ab250.asp) Work Group recommendations, as it pertains to ESEA-required CA NGSS assessments, included:

- **Recommendation 4—Develop and Administer Science Assessments Aligned to the New Science Standards, Once Adopted.** The SBE adopted the CA NGSS in 2013.

- **Recommendation 5—Develop or Use Multistate Consortia Alternate Assessments in Science for Students with Severe Cognitive Disabilities.**

The SSPI's report also focused on desirable features for a new assessment system, as recommended by the Work Group, and on guiding principles for the development of a new assessment system, as recommended by the CAASPP Technical Advisory Group (TAG) and CDE staff. (See Appendix D: CAASPP Technical Advisory Group, 2012–13.) The recommendations regarding desirable features and the guiding principles were integrated in the CAASPP System and used in guiding the development of the recommendations for federal ESEA-required CA NGSS assessments.

The CA NGSS present the state with the opportunity to transform science education by implementing a more integrated approach to the three dimensions of the standards, called "three-dimensional" science learning. In three-dimensional learning of the CA NGSS, students are expected to (1) engage in science and engineering practices; (2) apply crosscutting concepts as they seek to design systems or understand phenomena that require them to comprehend; and (3) use the disciplinary core ideas of the science they are learning to demonstrate what they know and are able to do.

As required by law (*EC* Section 60640), the SSPI consulted with California science education stakeholders regarding the grade levels and type of tests to be used for the new CA NGSS assessments. Stakeholders were selected to include California science teachers, individuals with expertise in assessing English learners and students with disabilities, parents, and assessment experts. *EC* Section 60640(b)(5)(F) also requires the SSPI to submit, no later than March 1, 2016, recommendations to the SBE regarding other science assessments and resources that the state may develop as part of the expansion of the CAASPP System.

Development and Administration of the Computer-based Test Tryout

To give California schools and LEAs experience with the next generation of large-scale assessments and explore a better way of assessing science inquiry, Educational Testing Service (ETS) in collaboration with the CDE, administered a computer-based test (CBT) tryout in October 2012 for science in grades five and eight and for high school biology. The data collected by the CBT tryout helped the CDE and the SBE assess California LEAs' preparedness for CBT. The CBT tryout also gave students and schools a preview of what innovative science items may look like as California

transitions from testing science with traditional multiple-choice items to assessments that use technology-enhanced items.

Science Assessment Stakeholder Meetings

As required by law, the CDE, in collaboration with ETS, conducted two stakeholder meetings in Sacramento from July 15–18, 2014. One hundred and thirty science stakeholders from across California provided input regarding the alignment between the new California science assessment system and the CA NGSS. Additionally, an online survey was administered in August 2014 to meeting participants, applicants who did not attend the meetings, and stakeholder organizations. Results from both the stakeholder meetings and surveys are available at http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item02a2.pdf. Additionally, on April 28–29, 2015, the CDE in collaboration with ETS, convened two one-day meetings in Sacramento to obtain input from stakeholders regarding the content of a proposed digital center for science assessments. The proposed digital center for science assessments would house science formative tools and processes for use by California K–12 science educators to improve teaching and learning as recommended by the CA NGSS. The summary of these stakeholder meetings will be provided when results are available in fall 2015.

Current CDE Activities

To implement statutory requirements for the ESEA-required CA NGSS, the CDE is collaboratively engaged in preliminary assessment development activities with ETS, the current contractor for the CAASPP system responsible for developing the CA NGSS assessments. The development activities build upon several resources, including the *NRC K–12 Science Framework*; *Next Generation Science Standards: For States, by States* (NGSS Lead States, 2013); and the NRC Board on Testing and Assessment's *Developing Assessments for Next Generation Science Standards* (NRC, 2014). In addition to current activities with ETS, the CDE is actively engaged in supplementary, collaborative activities with science educators and experts from several states interested in developing NGSS summative and interim assessment items. The CDE participated in Phase I of the Council of Chief State School Officers (CCSSO) Science Assessment Items Collaborative (SAIC). The SAIC is a fifteen-state collaborative established to develop high-quality summative science test items, aligned with the NGSS, that could be used by member states as they build their state science assessments. Phase I resulted in the development of an assessment framework document and item specifications guidelines. The Phase II work on item development has not commenced.

The CDE and ETS are collaborating with the Stanford NGSS Assessment Project (SNAP) as they build a coherent system of formative and interim science assessments aligned with the CA NGSS for grades three through five and grades six through eight. SNAP has received funding from the Bechtel Foundation to develop performance tasks for use in the classroom as formative tools.

Preliminary information gathered from various stakeholders in preparing these considerations suggests the following:

- The new science system must go beyond federal ESEA-required science assessments.
- Expansion of testing beyond ESEA-required science tests does not mean that each student must be tested in each science course in each grade. Every effort should be made to use students' testing time as effectively and efficiently as possible.
- Science assessments that are not used for accountability can be designed to improve teaching and learning by providing individual student achievement information.

The SSPI and the CDE are committed to designing a science assessment system that includes a variety of assessment approaches and item types and has as its primary purpose to model and promote high-quality science teaching and learning. In accomplishing this purpose, the system also can:

- Produce scores that can be aggregated for the purpose of holding schools and LEAs accountable for the progress of all of their students in learning the CA NGSS.
- Provide assessments and/or assessment tools for multiple grade levels that cover the breadth of the science curriculum and serve to communicate clear expectations and encourage teaching the full science curriculum.

The Evolution of California's Science Assessment System

The previous California science content standards were adopted by the SBE in 1998. Assessments for those standards included ESEA-required tests aligned with the 1998 SBE-adopted standards and end-of-course (EOC) tests for science that were developed and administered as part of the Standardized Testing and Reporting (STAR) Program.

Components of the Previous Statewide Science Assessment System

The STAR Program had three ESEA-required sciences assessments (these tests are currently administered to meet ESEA requirements) for students in grades five, eight, and ten:

- The California Standards Tests (CSTs) for science, which measure students' achievement of California science content standards;
- The California Modified Assessment (CMA) for science, for students with an individualized education program (IEP), based on modified achievement standards; and
- The California Alternate Performance Assessment (CAPA) for science, for students with an IEP and who have significant cognitive disabilities.

Timeline

The Proposed CAASPP Science Assessments Implementation Timeline (Appendix B) provides a revised timeline to show the negotiated CAASPP contracted development work and the SSPI recommendations.

**Background on Development of the
State Superintendent of Public Instruction's Recommendations for the
Elementary and Secondary Education Act-Required
California Next Generation Science Standards Assessments**

Section 3

Considerations Guiding the State Superintendent of Public Instruction's Recommendations for the Elementary and Secondary Education Act-Required California Next Generation Science Standards Assessments

The adoption of the CA NGSS by the SBE in 2013 has sparked ongoing discussions among policymakers, the science education community, and the public. Regarding these new standards, discussions are centered on what we test, how we test, who we test, when we test, and why we test. These ongoing discussions spring, in part, from the fact that, whether intended or not, what is tested deeply impacts what is taught and how it is taught in the classroom. The SSPI carefully considered the law and weighed feedback provided by science education stakeholders across the state. The following considerations are derived from the law; recommendations from AB 250 Statewide Assessment Reauthorization Work Group and assessment development guidelines from the CAASPP TAG, as detailed in the report *Recommendations for Transitioning California to a Future Assessment System* (2013) (http://www.cde.ca.gov/ta/tg/sa/ab250.asp); and discussions and feedback from multiple stakeholders, including science education professionals as well as measurement professionals for the successful development and implementation of both small-scale and large-scale assessments aligned with the CA NGSS.

Specific Considerations for Federal ESEA-Required CA NGSS Assessments

These considerations pertain to the federal ESEA-required CA NGSS assessments:

- The CA NGSS assessments (including the CA NGSS alternate assessment for students with significant cognitive disabilities) should be an integral part of the California science education system and developed consistent with the *Science Framework for California Public Schools: Kindergarten Through Grade Twelve* (2016). Once developed, the assessments should be administered to all students in grades five and eight and once in grades nine through twelve, as required by the ESEA. Tests in grade five and eight would serve as capstone or culminating assessments along a sequence of progressive learning and application of disciplinary core ideas, practices, and crosscutting concepts in elementary and middle school science instruction, respectively.

- The high school CA NGSS assessment (including the CA NGSS alternate assessment for students with significant cognitive disabilities) required for ESEA should be a high school biological science test that meets current California high school science graduation requirements. This consideration is supported by the science course taking patterns in grades 9–12 in California (See Appendix C: Analysis of Science Courses Taken in California 2013–14).
- It is important to test students close to the time during which they learn the material. Therefore, students should take the biological science test at or near completion of the biology course and receive their individual score at the time of the test. Biology generally is taken in grades nine and ten, with approximately 92 percent of enrollment in biology taking place by the end of grade eleven. Several states in the nation administer a high school biology end-of-course test to fulfill federal ESEA requirements for high school science testing. (See Appendix A: National Landscape for the Federal Elementary and Secondary Education Act-Required High School Test.)
- The CA NGSS should be developed and implemented to meet the needs of all students, including students who are learning English and students with disabilities. This means that consideration should be given to such factors as access to technology, alternate assessments, and the linguistic complexity of the test questions.

The SSPI recognizes that developing the right science assessment system for California will take time. The recommendations provided to the SBE regarding CA NGSS assessments address the science tests to be used to meet the federal ESEA requirements related to the assessment of science standards. They demonstrate the desire to embrace a new system of science assessments that assesses California students at a deeper level of understanding. Such a science assessment system is expressed in the vision for science learning developed in the *NRC K–12 Science Framework* and underlying the CA NGSS. At the same time, the recommendations offer opportunities and methodologies to produce a more balanced science assessment system that places a greater focus on teaching and learning, are consistent with the draft of the upcoming *Science Framework for California Public Schools: Kindergarten Through Grade Twelve* (2016) and as recommended by the *Plan*.

Overall Considerations

The following are overall considerations regarding science assessment development and implementation:

- The new assessments aligned with the CA NGSS should be designed, developed, and implemented as a comprehensive system of assessments.
- The CA NGSS call for assessments that require students to implement problem solving and critical thinking skills to perform well.
- Innovative assessment approaches, such as technology-enhanced items, constructed-response items, and performance tasks, must be considered a primary component of the

new CA NGSS assessment system and carefully designed to ensure that they measure the intended construct and support the intended inferences. The CA NGSS assessment system should take advantage of the computer-based platform modeled by the Smarter Balanced system to develop and administer the assessments.

- The design, development, and implementation of the CA NGSS assessment system should benefit from lessons learned from California's experience implementing the Smarter Balanced assessments and work of various national and international science education and measurement groups. Practice indicates that the implementation of new science assessment systems should be gradual, systematic, and carefully prioritized, beginning with classroom assessment and moving on to monitoring assessment. This process requires effective communication networks (with teachers, administrators, students, parents, other stakeholders, and policymakers regarding all the critical components and developmental and implementation stages of the system), adequate support for educators, and sufficient time to evaluate and adjust critical components to improve the overall CA NGSS assessment system.
- The new CA NGSS assessment system should consider addressing the assessment development guiding principles and assessment design features as recommended in the *Recommendations for Transitioning California to a Future Assessment System* (2013).

Collectively, these considerations for a future statewide assessment system will ensure the development of high-quality and fair CA NGSS assessments for all California students.

**Background on Developing the
State Superintendent of Public Instruction's Recommendations for the
Elementary and Secondary Education Act-Required
California Next Generation Science Standards Assessments**

Section 4
Next Steps

As noted earlier, the SSPI's goal is to realize the vision for science learning developed in the *NRC K–12 Science Framework* and underlying the CA NGSS in developing a statewide comprehensive science assessment system whose primary purpose is supporting and promoting high-quality teaching and learning and provide information that can be used for accountability. In addition to the current CA NGSS assessment development work to achieve this goal, the CDE is undertaking the following next steps:

1. **Recommendations for the expansion of the CAASPP System**

   California *EC* Section 60640(b)(5)(F) requires SSPI to submit, no later than March 1, 2016, recommendations to the SBE regarding the expansion of the CAASPP System, including other science assessments and resources that the state may develop as part of CAASPP. To address this legislation, the CDE is currently in the process of developing recommendations regarding the expansion of the CAASPP science assessment system to include other science tests. Those recommendations will consider the use of various assessment options, such as computer-based tests performance tasks, and portfolios; matrix sampling, and population sampling. The recommendations will also include cost estimates and a timeline for the development of the SBE-approved tests. The recommendations are anticipated to be presented by the SSPI to the SBE in January 2016.

2. **Participation in the Council of Chief State School Officers—Science Assessment Item Collaborative**

   In addition to current contractor activities, the CDE is actively engaged with science educators and experts involved in NGSS assessment development work. The CDE is a member of the CCSSO-SAIC—a collaborative of states established to develop high-quality summative science test items aligned with the NGSS that could be used by member states as they build state science assessments. As mentioned earlier in Section 2 of this report, the CDE participated in Phase I of the SAIC project, which resulted in the development of an assessment framework document and item specifications guidelines. Phase II is anticipated to run from fall 2015 to summer 2016. While still under discussion, Phase II is anticipated to include the development of items for states use. More information on Phase II will be provided when it is available.

3. Collaborative work with the Stanford NGSS Assessment Project Group

The CDE is planning a joint meeting with SNAP, CCSSO-SAIC, the CDE, ETS—the CAASPP assessment contractor, and members of the CAASPP TAG. The goal of the meeting will be to discuss collaborative opportunities on CA NGSS assessment development and implementation. SNAP received a grant from the S. D. Bechtel, Jr. Foundation to develop a two-year project designed to assist states, including California, in building a coherent system of formative assessment items and performance tasks aligned with the CA NGSS for grades three through five and grades six through eight.

4. Development/acquisition and provisioning of formative assessment tools

As mentioned earlier, the CDE in collaboration with ETS, convened two one-day meetings in Sacramento to obtain input from stakeholders regarding the content of a proposed digital center for science assessments. The summary of these stakeholder meetings will be provided when results are available in fall 2015 as an SBE Memorandum. Currently, the CDE is in discussion with Smarter Balanced regarding the possibility of adapting the Smarter Balanced Digital Library to house science performance tasks and formative tools and processes for use by California K–12 science educators to improve teaching and learning as recommended by the CA NGSS.

Online Resources

- **Developing Assessments for the Next Generation Science Standards (National Research Council, 2014)** http://www.nap.edu/catalog/18409/developing-assessments-for-the-next-generation-science-standards
- **A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012)** http://sites.nationalacademies.org/dbasse/bose/framework_k12_science/index.htm)
- **Initial Science Stakeholder Meetings and Online Survey Report (California Department of Education, 2014;** initial report on the 2014 CAASPP science stakeholder meetings and online survey regarding recommendations for the new California science assessments aligned with the Next Generation Science Standards) http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item02a2.pdf
- **Next Generation Science Standards: For States, by States (Next Generation Science Standards Lead States, 2013)** http://www.nextgenscience.org/next-generation-science-standards
- **NGSS Systems Implementation Plan for California (Plan) (California Department of Education, 2014)** http://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item07a1.doc
- **Recommendations for Transitioning California to a Future Assessment System (2013)** http://www.cde.ca.gov/ta/tg/sa/ab250.asp

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Smarter Balanced Assessment Consortium (Smarter Balanced). 2015. *Usability, Accessibility, and Accommodations Guidelines*. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf (accessed on July 29, 2015).

Appendix A: National Landscape for the Federal Elementary and Secondary Education Act-Required High School Test

CAASPP Science 2015
High School Test National Landscape

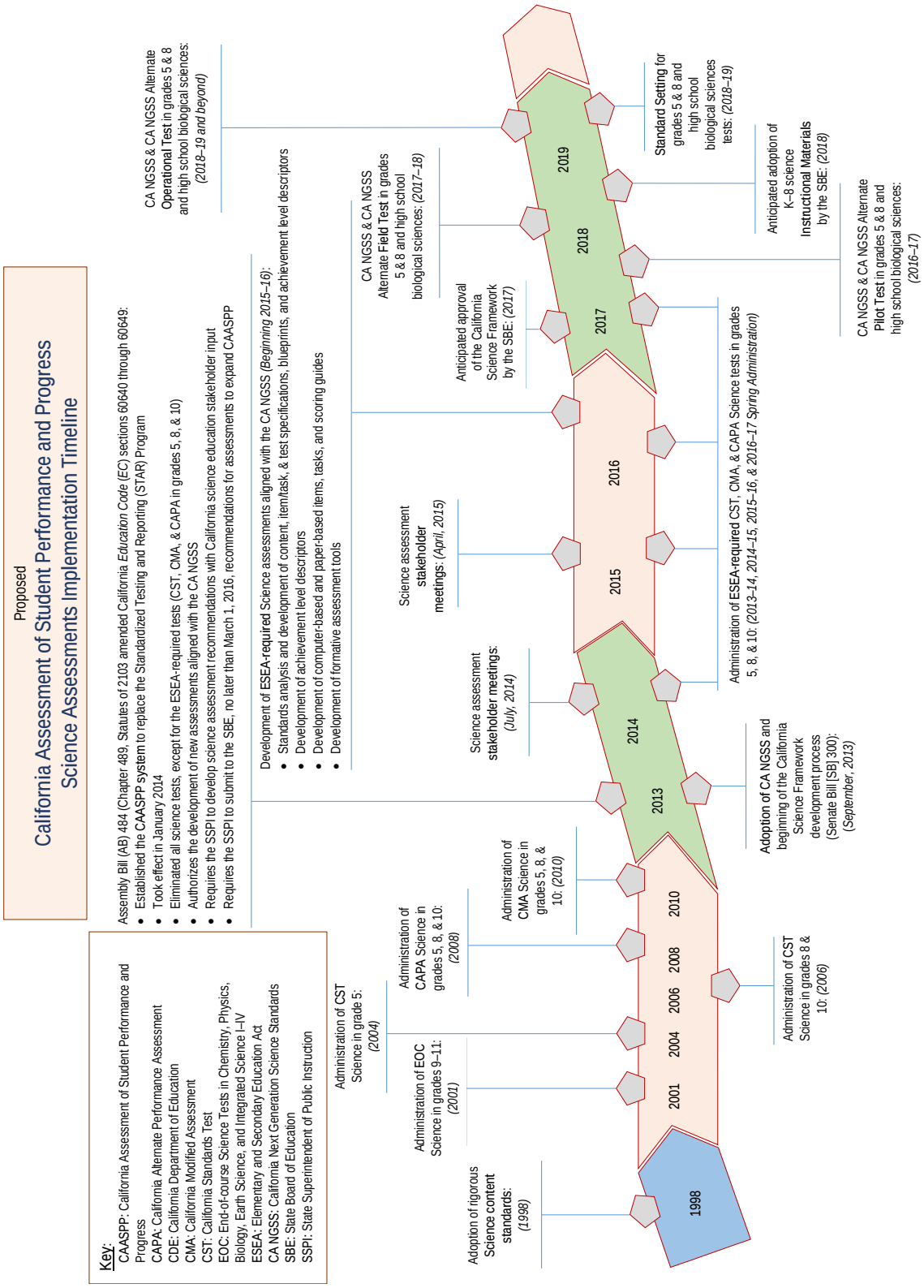
State	Level/ Grade	Test Type				Adopted NGSS	CCSSO-SAIC	Smarter Balanced	PARCC
		Bio/Life Science	Integrated	Other/ General	Not Specified				
Alabama	11	X							
Alaska	10				X				
Arizona	EOC	X							
Arkansas	EOC	X				X	X		X
California	10	X				X	X	X	
Colorado	10				X				X
Connecticut	10		X				X	X	
Delaware	EOC	X				X	X	X	
District of Columbia	EOC	X				X			X
Florida	EOC	X							
Georgia	EOC		X						
Hawaii	EOC	X					X	X	
Idaho	10				X			X	
Illinois	11				X	X	X		X
Indiana	EOC	X							
Iowa	11			X		X		X	
Kansas	11		X			X			
Kentucky	10, 11, EOC	X				X	X		
Louisiana	10, 11, EOC				X				X
Maine	11		X						
Maryland	EOC	X				X	X		X
Massachusetts	EOC	X					X		X
Michigan	11		X				X	X	
Minnesota	EOC	X							
Mississippi *									X
Missouri	EOC				X				
Montana	10	X						X	
Nebraska	11			X					
Nevada	10			X		X	X	X	
New Hampshire *								X	
New Jersey	EOC	X				X			X
New Mexico *									X
New York	EOC			X					
North Carolina *								X	
North Dakota	11			X				X	
Ohio	EOC			X					X
Oklahoma	EOC	X							
Oregon	11				X	X	X	X	
Pennsylvania	11	X							
Rhode Island	11				X	X			X
South Carolina	EOC	X							
South Dakota	11				X			X	
Tennessee	EOC	X							
Texas *									
Utah	EOC	X		X					
Vermont	11			X		X		X	
Virginia	EOC			X					
U.S. Virgin Islands *							X	X	
Washington	EOC	X				X	X	X	
West Virginia	EOC			X		X	X	X	
Wisconsin	10			X					
Wyoming	11			X				X	

Note:

- CCSSO-SAIC: Council of Chief State School Officers – Science Assessment Item Collaborative
- EOC: End-of-courses
- PARCC: Partnership for Assessment of Readiness for College and Careers
- RED States (*): Data were not available when this report was produced.
- The Bureau of Indian Education takes Smarter Balanced assessments

Appendix B: Proposed CAASPP Science Assessments Implementation Timeline

An accessible alternative version of the contents of the timeline is available at http://www.cde.ca.gov/ta/tg/ca/sciencetimeline.asp



Appendix C: Analysis of Science Courses Taken in California 2013–14

California Department of Education

M e m o r a n d u m

Date: June 8, 2015

To: Don Killmer, Manager, California Assessment of Student Performance and Progress Office

From: Eric Zilbert, Administrator, Psychometrics, Evaluation, and Data Office

Subject: Analysis of Science Courses Taken in California 2013–14

Data from the 2014 CALPADs Course Enrollment Data were examined to determine what courses were being taken by students in grades 9-12 to inform the development of tests in science for secondary schools.

Table 1 presents the courses based on high school standards* for which data was collected.

Table 1. Science courses based on high school standards*

Advanced biology	Chemistry	IB Chemistry
Advanced chemistry	Conceptual chemistry	IB Design technology
Advanced physics	Conceptual physics	IB Environmental systems
Aerospace education	Conservation	Life science
Anatomy and Physiology	Coordinated/integrated science I	MYP Science (biology, chemistry, or physics)
AP Biology	Coordinated/integrated science II	Oceanography
AP Chemistry	Coordinated/integrated science III	Other science course
AP Environmental science	Coordinated/integrated science IV	Physical science
AP Physics B	Earth science	Physics
AP Physics C	Energy education	Science projects
Astronomy	Environmental studies	Space science
Aviation education	General science	Zoology
Biology	Geology	
Botany	IB Physics	

* Some courses offered in high school are based on standards from grades 6, 7, and 8.

Of all high school science courses biology had the highest enrollment with 461,843 students taking the course. Second was chemistry with 292,826 students, then earth science with 131,933 students, and physics with 109,373 students. The total number of students for each course in Table 1 is provided in Table 4.

State law requires that students take one course in biology and one course in physical science to graduate. As can be seen from Table 1, many students may be meeting the requirements by taking courses other

than those named "biology" or "physical science." For example, a course in life science, AP biology, botany or Zoology might be used to cover the biology requirement. It does seem reasonable to assume that most, if not every, student takes some kind of biology class and some kind of physical science class in high school. It is also reasonable to think that these courses are, or will shortly, be aligned with the NGSS for these courses.

Adding together all of the courses with "biology" or "life science" in the title and dis-aggregating by grade gives the result shown in Table 2. From Table 2 it is clear that most students take a Biology class, and that biology is generally taken in grades 9 and 10. Duplication of students in the counts is a certainty. However, 92% of the enrollment in these classes took place before grade 12. It is important to note that the majority of students taking biology are split between grades 9 and 10. If the goal is to test students close to the time that they learn the material, then banking of test scores will be required. The stakeholder panels' desire for a test in grade 11

Table 2. Biology course enrollment by grade, 2014 CALPADs data

	Grade				
Course	**9**	**10**	**11**	**12**	**Total**
Advanced biology	17,864	6,885	2,961	2,155	29,865
AP Biology	660	5,478	18,016	12,812	36,966
Biology	222,027	178,363	38,297	23,156	461,843
IB Biology	255	43	2,090	2,331	4,719
Life science	4,214	10,661	5,850	6,360	27,085
Total	245,020	201,430	67,214	46,814	560,478

Course enrollment in the physical sciences is more difficult to track. Below are the grade totals for chemistry, earth science (including geology) and physics by grade. These totals include IB and AP courses.

From Table 3 it appears that an EOC test in chemistry would be useful and would encompass most student who take the course by grade 12. However, it appears that all student do not take chemistry at some point in their high school career. This is also true for earth science and physics.

Much of the course enrollment, as indicated in Table 4 are in areas not included in the big four areas of biology, chemistry, earth science and physics. The course with the fifth largest enrollment is anatomy and physiology with 74,149 students enrolled. Other courses with large enrollments include physical science with 43,965 students enrolled, and coordinated/integrated science I with 40,924 students. Interestingly, these students do not appear to continue in coordinated/integrated science course as the enrollments for levels II, III and IV are 7,237, 1,502, and 9 respectively. For the coordinated/integrated courses the determination of when to give a biology or chemistry EOC would need to be made by the school based on when these subjects are completed by students in these courses.

Table 3. Chemistry, earth science, and physics course enrollments by grade, 2014 CALPADs data

Course	Grade				Total
	9	10	11	12	
Chemistry	5,922	155,436	140,601	34,503	336,462
Earth Science	79,139	21,378	25,440	15,848	141,805
Physics	9,780	11,151	60,529	51,207	132,667

Table 4. Secondary Science Enrollment by Course, CALPADs 2014

Course	Enrollment	Course	Enrollment
Advanced biology	29,865	Coordinated/integrated III	1,502
Advanced chemistry	21,206	Coordinated/integrated IV	9
Advanced physics	5,386	Earth science	131,933
Aerospace education	1,339	Environmental studies	20,281
Anatomy and Physiology	74,149	General science	10,621
AP Biology	36,966	Geology	9,872
AP Chemistry	21,135	IB Biology	4,719
AP Environmental science	25,363	IB Physics	1,341
AP Physics B	17,473	IB Chemistry	1,295
AP Physics C	4,480	IB Design technology	147
Astronomy	3,853	IB Environmental systems	826
Aviation education	964	Life science	27,085
Biology	461,843	MYP Science (biology, chemistry, or physics)	726
Botany	578	Oceanography	11,518
Chemistry	292,826	Other science course	35,888
Conceptual chemistry	841	Physical science	43,965
Conceptual physics	8,846	Physics	109,373
Conservation	118	Science projects	1,573
Coordinated/integrated I	40,924	Space science	634
Coordinated/integrated II	7,237	Zoology	3,854
Energy education	598		

Appendix D: CAASPP Technical Advisory Group, 2012–13

The following Technical Advisory Group members were a part of the team that drafted the assessment system development guiding principles presented in the State Superintendent of Public Instruction's *Report to the Governor and the State Legislature: Recommendations for Transitioning California to a Future Assessment System* (2013):

Richard Duran, Ph.D., Professor, University of California at Santa Barbara

Pamela Moss, Ph.D., Professor, University of Michigan

Donna O'Neil, Ed.D., Director, Accountability and Organizational Evaluation, San Juan Unified School District

Mao Vang, Ed.D., Director, Assessment, Research, and Evaluation, Sacramento City Unified School District

Mark Wilson, Ph.D., Professor, Graduate School of Education, UC Berkeley

Richard Wolfe, Ph.D., Associate Professor, University of Toronto

Roger Yoho, Ph.D., Director, Educational Services Department, Corona-Norco Unified School District

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 03

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
California Assessment of Student Performance and Progress Independent Evaluation Study Plan.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

This item seeks the approval of studies to be undertaken for the independent evaluation of the California Assessment of Student Performance and Progress (CAASPP) System as required by California *Education Code* (*EC*) Section 60649. The California Department of Education (CDE) shall develop a three-year plan of activities, with the approval of the State Board of Education (SBE), supporting the continuous improvement of the assessments developed and administered pursuant to *EC* Section 60640.

RECOMMENDATION

The CDE recommends that the SBE approve the plan for the independent evaluation of the CAASPP System prepared by the CDE and the independent evaluator.

BRIEF HISTORY OF KEY ISSUES

The law establishing the CAASPP System included a requirement for an independent evaluation. The evaluation is defined in *EC* Section 60649. The purpose of the plan is to support the continuous improvement of the assessments developed and administered pursuant to *EC* Section 60640. The law requires the plan to include a process for obtaining independent, objective technical advice and consultation on activities to be undertaken. The law allows for a variety of internal and external studies such as validity studies, alignment studies, and studies evaluating test fairness, testing accommodations, testing policies, reporting procedures, and consequential validity studies specific to pupil populations such as English learners and pupils with disabilities.

The interim annual reports and the final report on the activities and analysis of the three-year evaluation must include, but is not limited to, recommendations to ensure the quality, fairness, validity, and reliability of the assessments. The law does not allow the CDE to contract for studies that duplicate studies conducted as part of a federal peer

review process or studies conducted by any assessment contractor. The California Assessment of Student Performance and Progress Independent Evaluation Study Plan is attached.

The CDE developed a Request for Proposal for an independent evaluation contractor and has completed the proposal review process. The Human Resource Research Organization (HumRRO) was selected as the contractor. Working with the CAASPP contractor, the Smarter Balanced Assessment Consortium, SBE liaison and staff, and CDE assessment staff, HumRRO produced a plan for studies to be conducted. The independent contractor began work in July 2015.

Additionally, several studies are being conducted through the independent evaluation of the California High School Exit Examination (CAHSEE) to develop recommendations related to the potential use of Smarter Balanced assessments for informing graduation decisions. The studies include a review of past evaluation work on the impacts of the exit examination, stakeholder data collection, and analysis of the relationship of the CAHSEE to the current grade eight and grade eleven Smarter Balanced assessments.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Educational Testing Service (ETS) was approved by the SBE as the CAASPP contractor at the May 2015 SBE meeting, http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item01.doc. ETS began work on July 1, 2015.

FISCAL ANALYSIS (AS APPROPRIATE)

The total amount allocated for the Independent Evaluation of the CAASPP System is $1,998,328.00 (June 2015 through December 2017).

ATTACHMENT(S)

Attachment 1: California Assessment of Student Performance and Progress Independent Evaluation Study Plan (5 Pages)

California Assessment of Student Performance and Progress Independent Evaluation Study Plan

Background

California *Education Code* (*EC*) Section 60649 requires the independent evaluation of the CAASPP System, recommending the inclusion of "a variety of internal and external studies such as validity studies, alignment studies, and studies evaluating test fairness, testing accommodations, testing policies, and reporting procedures, and consequential validity studies specific to pupil populations such as English learners and pupils with disabilities." Pursuant to this law, a contract was awarded to the Human Resources Research Organization (HumRRO) to conduct the independent evaluation. The first step in this contract is to work with the California Department of Education (CDE) to develop a three-year evaluation plan that will guide subsequent evaluation activities.

Theory of Action

The general goal in implementing the CAASPP System of formative, interim, and summative assessments is to improve the effectiveness of instruction, student effort and engagement, and thereby increase student achievement. Establishing that the following assumptions are true is critical to the theory of action and should be supported and expanded with evaluative evidence:

1. Test results provide accurate and unbiased assessments of what students have and have not learned. An accurate test is valid, fair, and reliable for all groups of students. The *Standards for Educational and Psychological Testing* (*Standards*) assert that the validity of score interpretations for their intended use is primary. Issues of fairness and reliability support the validity of interpretations, and validity concerns are important in each step in the testing process, from initial design through reporting. Evaluation of these components of the system involves evaluation of test content, access issues, assessment administration, scoring, and reporting. Most of the proposed studies are targeted to evaluating whether test results are accurate and valid for their interpretations and use.

2. Test result information is used in ways that improve the effectiveness of instruction. These ways include: (a) use by teachers to monitor and improve their practices and to target instruction for individual students; (b) use by students and parents to seek remedial help where needed and to increase motivation for students who are behind; and (c) use of school accountability information based on test results by policy-makers to focus school improvement efforts and/or to initiate restructuring efforts as needed. The *Standards* also describe the need to investigate the impact or consequences of test use. It is important to test assumptions in the theory of action that provide the rationale for developing and using the test for specific purposes.

Selection of the Proposed Independent Evaluation Studies

A three-year evaluation plan was developed by HumRRO in collaboration with the CAASPP Technical Advisory Group (TAG) and CDE staff from the Assessment Development and Administration Division (ADAD) and the Accountability, Measurement, and Reporting Division (AMARD). The development of the evaluation plan also included the participation of Smarter Balanced Assessment Consortia staff from National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Educational Testing Service (ETS), and State Board of Education (SBE) staff.

The studies included in the plan were selected based on the following primary criteria:

1. The selected studies should not duplicate analyses to be conducted by ETS, the Smarter Balanced Assessment Consortia, or the ADAD.

2. The selected studies should provide information about how well the CAASPP System, as delivered, met the intended goals of the program, as expressed in the program theory of action.

Five principal areas of study were identified:

1. Access to designated supports and accommodations during assessments for subgroups, such as English learners and students with disabilities, during the Smarter Balanced and California Alternate Assessments (CAA).
2. Implementation of the Smarter Balanced Interim Assessments by districts, including the various ways the assessments are delivered and which approaches are effective.
3. Efficacy of quality control processes for human scoring and the consistency of resulting scores for the Smarter Balanced Interim and Summative Assessments.
4. Ease of interpretation and use of Smarter Balanced Summative and Interim Assessments results by administrators, teachers, and also by students, parents, and guardians.
5. Quality of the new science assessment items and the assessment's level of alignment to the California Next Generation Science Standards (CA NGSS).

Establishing a Collaborative Research Network with Local Educational Agencies (LEAs)

Some of the unique contributions proposed for the independent evaluation include evaluations of aspects of the Smarter Balanced Interim Assessments. Unlike the summative assessments mandated by the state, the determination of which, if any, interim assessments to employ is the discretion of the LEAs. LEAs have wide latitude in determining how interim assessments will be administered and scored. Data collection for the evaluation studies will likely include focus groups and classroom observations that would be greatly facilitated by the support and participation of LEA research staff.

As the independent evaluator, HumRRO will establish a collaborative relationship with a sample of LEAs (the Local Education Agency Research Network or LEARN to be developed as part of the evaluation project). The sample will be selected in consultation with the CDE, and will be designed to represent a variety of LEAs by size (in terms of student population served), geographic region, and other characteristics. HumRRO will maintain the relationship with LEARN members throughout the course of the three-year evaluation. This group of LEAs will provide an "on the ground" perspective regarding the CAASPP System and to participate in specific studies. Most members of the LEARN network will be employees of LEA research offices, but other district or school leadership staff may be included, at each LEA's discretion. LEARN members will be invited to participate in annual web-based meetings to discuss, provide advice, and assist with planning the research agenda for the coming evaluation year, as well as coordinate LEA and school participation in specific studies. LEARN members' roles will include advisory and applied research activities.

Summary of Proposed Studies for the Independent Evaluation

The following includes a brief description of the theoretical rationale for each study, the research questions to be addressed, and the likely timing of each study. Specific details about the methods to be used in each study will be developed in consultation with the CDE and the CAASPP TAG.

Study 1: Access to Designated Supports and Accommodations

Validity concerns related to bias, fairness, and access should be a major part of any evaluation of overall assessment quality. The Smarter Balanced and CAA items have undergone bias and sensitivity reviews and, to the extent feasible, have been subject to statistical analyses for differential item functioning (DIF) using field test data. To complement this work, HumRRO proposes a study to investigate access to designated supports and accommodations for these assessments for two key subgroups of students (students with disabilities and English learners), and to examine how the supports compare to what is used in daily instruction. There is considerable potential for any mismatch in the provision of accessibility features between assessment and instruction to threaten the validity of test scores. The purpose of designated supports and accommodations is to remove barriers that prevent students from demonstrating their achievement or ability. If the supports themselves represent a non-routine challenge, the ability to overcome that challenge becomes conflated with the ability to correctly respond to test items. Students' scores would then be rendered uninterpretable as an indication of achievement of the intended content. This study will help inform whether students' scores will be representative of their academic achievement. The research questions for this study will likely include, "What supports and accommodations do students use in classroom instruction, and do individual students have access to these same supports and accommodations during the assessments?" and "Do students have access to supports and accommodations that they do not use in classroom instruction?" Study methods may include teacher surveys,

observations of classrooms containing students with disabilities and English learners, and analyses of students' test records.

Study 2: Test Administration

It is accepted that reducing the amount of measurement error associated with assessment results will yield more valid inferences. Reducing construct irrelevant variance is particularly pertinent for high-stakes assessments because any observed systematic errors could have detrimental impacts on decisions involving students, teachers, or schools. For this reason, standardization of test administration materials and procedures across classrooms and schools is the norm for testing used for accountability purposes. For Smarter Balanced Interim Assessments, however, LEAs will have discretion in how the assessments are delivered and used. Therefore, HumRRO proposes a study of the implementation of Smarter Balanced Interim Assessments at various LEAs to learn how administrator training connects to administration materials which, in turn, connect to the actual administration. The research questions for this study will likely include, "Are instructions for test administration clear and complete?" and "What variations in test administration procedures are being used for the two assessment options, comprehensive and blocks?" and "What types of unanticipated issues arise during test administration and how are they addressed?" Study methods may include review of test administration procedures documents, observation of test administrator training (in person or via Webinar), a survey of test administrators, and observation of test administrations.

Study 3: Review Scoring Processes

While large portions of the Smarter Balanced assessments consist of closed-ended items that can be machine scored immediately, there are also test questions with open-ended responses requiring either trained human scorers or artificial intelligence scoring software (or both). These scoring processes are susceptible to challenges that closed-ended item scoring is not. For example, human scorers must be trained on general scoring processes and how to score consistently within an overall rubric, as well as on the specific demands of individual test items. Scorers must be monitored to identify and correct scoring drift over time. HumRRO proposes a two-part study that can be useful to ensuring that scoring processes are reliable and lead to valid inferences of CAASPP results. First, HumRRO will conduct a process evaluation of human scoring for the summative Smarter Balanced assessments. An independent review of the scoring process from scorer training through monitoring and reporting procedures is vital evidence to collect to support valid score inferences. Second, HumRRO will conduct a collaborative study with a sample of LEAs (the LEARN) to determine how consistently interim scoring is applied. The research questions for this study will likely include, "Are training and monitoring procedures for scoring clear and complete?" and "Are scoring procedures followed with fidelity?" Study methods may include reviewing documents of scoring procedures, observing scorer training (in person or via Webinar), and surveying scorers for the interim assessments.

Study 4: Use of Assessment Results

Individual and aggregate score reports are used by multiple stakeholders, including students, parents/guardians, teachers, school/LEA administrators, and others (legislators, the press, etc.). It is imperative that the score reports communicate accurate and useful information for these stakeholders. Misinterpretations of score reports could have negative consequences, such as assigning inappropriate interventions to students, teachers, or schools. California employs a variety of methods for reporting scores including individual student score reports, and would benefit by reviewing the system's functionality among its stakeholders who must use the system to perform their jobs. The ways in which test scores are used to inform instructional decision making around college and career readiness have important implications for examinees. The potential use of results in determining minimum qualifications for graduation or needed for remediation are also important areas for examination. HumRRO proposes a study exploring the use and perceived utility of the score reporting system, and the way the results are used. The research questions for this study will likely include, "Do users understand and correctly interpret score results?" and "Do reports of assessment results lead to appropriate actions for each stakeholder group?" and "Are there inappropriate interpretations and uses of test results that may lead to unintended negative consequences?" Study methods may include focus groups with key stakeholders and surveys conducted by LEAs in the research network.

Study 5: Item Alignment and Quality (Science Assessments)

Potential inferences made from assessment scores or results–such as indications of students' overall readiness or proficiency, or an individual student's areas of strength or weakness within a content domain–are built on assumptions about the qualities of the assessment. HumRRO proposes conducting an alignment study prior to the initial operational science assessments to inform aspects of the assessments that could lead to the improved validity of test score interpretations. The selection of the science content area for our alignment study is based on the nature of the CA NGSS, which is unique in structure and therefore creates new challenges for assessment designers. HumRRO has developed several alternatives to traditional alignment studies that they believe make the results more useful and more informative for testing companies, our state clients, and their technical advisors. The research questions for this study will likely include, "Does each pilot test item in the computer-based science assessment measure targeted content clearly?" and "Are the items free from irrelevant requirements?" and "Do the items as a whole cover the content standards completely and evenly?" Study methods will include subject matter panels (California science teachers and science curriculum specialists) convened to review items and provide judgments about skills required to answer the items.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 04

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Petition for the Establishment of a Charter School Under the Oversight of the State Board of Education: Consideration of the International Slavic Language School of West Sacramento, which was denied by the Washington Unified School District and the Yolo County Office of Education.	☒ Action ☒ Information ☒ Public Hearing

SUMMARY OF THE ISSUE(S)

On May 8, 2014, the Washington Unified School District (WUSD) voted to deny the petition of the International Slavic Language School of West Sacramento (ISLS-WS) by a vote of three to zero. On October 28, 2014, the Yolo County Office of Education (YCOE) voted to deny the ISLS-WS petition on appeal by a vote of three to zero.

Pursuant to California *Education Code* (*EC*) Section 47605(j), petitioners for a charter school that have been denied at the local level may petition the State Board of Education (SBE) for approval of the charter, subject to certain conditions.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE hold a public hearing to consider the CDE's recommendation to deny the request to establish ISLS-WS under the oversight of the SBE, based on the CDE's findings pursuant to *EC* sections 47605(b)(1), 47605(b)(2), 47605(b)(5), and *California Code of Regulations*, Title 5 (5 *CCR*) Section 11967.5, that the petitioner is unlikely to successfully implement the program set forth in the petition, that the petition is inconsistent with a sound educational program, and that the petition does not provide a reasonably comprehensive description of the 16 charter elements. The Meeting Notice for the SBE Advisory Commission on Charter Schools (ACCS) is located at http://www.cde.ca.gov/be/cc/cs/accsnotice080415.asp .

Advisory Commission on Charter Schools Recommendation

The ACCS considered the ISLS-WS petition at its August 4, 2015, meeting. The ACCS voted to accept the CDE recommendation to deny the charter petition to establish ISLS-WS under the oversight of the SBE. The motion passed by a vote of six to zero.

BRIEF HISTORY OF KEY ISSUES

ISLS-WS submitted a petition on appeal to the CDE on May 21, 2015.

The ISLS-WS petition proposes to serve pupils in grade six through grade twelve in West Sacramento by preparing pupils to be bilingual, biliterate, and engaged global citizens. The ISLS-WS mission statement is to educate pupils and provide consistent access to language in an intensive immersion and interactive environment. The ISLS-WS petition states that the dual immersion Russian/English program will base its educational model on the International Baccalaureate (IB) program. However, it should be noted that while the mission statement does not use the term dual in describing the immersion Russian/English program, the ISLS-WS petition does use this term to describe the educational program (Attachment 3 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a3.pdf).

The ISLS-WS petition does not include a build out plan. However, according to the ISLS-WS budget submitted, the petitioner proposes to serve 160 pupils in grade six through grade eight in the first year of operation (2015–16) and expand by one grade level each year until the addition of grade twelve (2019–2020). At full capacity, the school intends to serve 400 pupils in grade six through grade twelve according to the information in the budget; however, enrollment projections were not included for grade eleven and grade twelve for 2018–19 and 2019–2020, even though the petitioner projects 400 pupils for both years (Attachment 4 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a4.pdf).

In considering the ISLS-WS petition, CDE reviewed the following:

- The ISLS-WS petition and appendices Attachments 3 and 5 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a3.pdf and http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a5.pdf.

- Educational and demographic data of schools pupils would otherwise be required to attend, Attachment 2 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a2.xls.

- The ISLS-WS budget and financial projections, Attachment 4 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a4.pdf.

- Board agendas, minutes, and findings from the WUSD and the YCOE regarding the denial of the ISLS-WS petition, Attachment 6 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a6.pdf.

On May 8, 2014, the WUSD denied the ISLS-WS petition based on the following findings (Attachment 6 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a6.pdf).

- The ISLS-WS petition presents an unsound educational program for the pupils to be enrolled in ISLS-WS.

- The ISLS-WS petitioner is demonstrably unlikely to successfully implement the program set forth in the petition.

- The petition does contain the number of signatures required by *EC* Section 47605(b)(3).

- The ISLS-WS petition does not contain a reasonably comprehensive description of all required elements.

On October 28, 2014, the YCOE denied the ISLS-WS petition on appeal based on the following findings (Attachment 6 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a6.pdf).

- The ISLS-WS petition does not contain reasonably comprehensive descriptions of the required elements including the educational program, governance structure, health and safety, annual, independent financial audits, suspension and expulsion procedures, public employee retirement, dispute resolutions, and closure procedures.

The information in this item provides the analysis that CDE has been able to complete to date with the available information.

Pursuant to *EC* sections 47605(b)(1), 47605(b)(2), 47605(b)(5), and 5 *CCR* Section 11967.5.1, a charter petition must provide a reasonably comprehensive description of multiple required elements (Attachment 1 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a1.doc).

The CDE finds that the ISLS-WS petitioner is demonstrably unlikely to successfully implement the program set forth in the petition. The ISLS-WS petition presents an unsound educational program for the pupils ISLS-WS intends to serve. The ISLS-WS petition does not provide a reasonably comprehensive description of the 16 charter elements. Additionally, the CDE finds the ISLS-WS multi-year budget presented is not fiscally sound.

Budget

The CDE reviewed the ISLS-WS budget and found the budget is not financially viable and the petitioner is not likely to successfully implement the intended program.

The CDE fiscal analysis concludes that the petitioner has presented an unrealistic financial and operational plan based on the following:

- The petitioner did not use the Local Control Funding Formula (LCFF) for calculating base revenue.

- The petitioner used the former charter school block grant funding model to project revenue.

- The petitioner projects pupil enrollment of 160 pupils in 2015–16, 240 pupils in 2016–17, and 320 pupils in 2017–18, which appears overstated. The growth projection in enrollment is 50 percent for year two, and an additional 33 percent for year three; however, no detailed assumptions or additional supportive documentation were provided to substantiate these projections beyond the 2015–16 fiscal year (FY).

- The petitioner included funding received from a Special Education Local Plan Area (SELPA) without assumptions or supporting documentation indicating SELPA approval.

- The petitioner included federal Public Charter Schools Grant Program (PCSGP) funding in 2014–15; however, the petitioner did not submit an application for PCSGP funds.

- The petitioner projected certificated salaries at $50,000 for year one and up to $50,000 for year five. This appears to be underestimated compared to YCOE and WUSD salaries. Both average salaries for certificated and classified staff and benefit rates are budgeted at the same levels for all five years with no cost of living adjustments provided in the ISLS-WS budget.

Expenditures for books and supplies, insurance, housekeeping and operations, and facility improvements all appear to be underestimated with no detailed assumptions or narratives. In addition, the one percent oversight fee was not projected.

The CDE fiscal analysis includes LCFF funding and concludes that even if the ISLS-WS petitioner had included this funding in the multi-year projected budget, ISLS-WS is still not fiscally viable due to projected negative ending fund balances in the first two years of operation of $247,658, and $22,077 with zero percent reserves for FY 2015–16 through FY 2016–17. The CDE concludes that ISLS-WS has a positive ending fund balance of $246,680 with a 10.4 percent reserve in FY 2017–18.

Educational Program

The ISLS-WS petition proposes to serve pupils in the West Sacramento area by providing a dual immersion Russian/English program that is based on the educational model of the IB program. The ISLS-WS mission statement is, "to educate our pupils, provide with consistent access to language in an intensive immersion and interactive environment" (Attachment 3 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a3.pdf).

The ISLS-WS petition fails to demonstrate a coherent description of the instructional framework ISLS-WS will provide for a dual immersion program for grade six through grade twelve. It is not clear how the instructional design and delivery will be developed or implemented to support the instructional needs of all learners. Additionally, the ISLS-WS petition proposes to offer an IB curriculum; however, it fails to include an application to, or authorization for, an IB program. According to information on The IB Web site, schools interested in offering an IB program must first complete a feasibility study in which the school analyzes the IB philosophy, program structure, and requirements, compares its findings with the situation of the school and defines what needs to be done in order to implement the program. The ISLS-WS petition does not indicate an outline of the process for becoming an IB school, even though the petition indicates ISLS-WS is basing their educational program on the IB program model. The IB Web site indicates that the application process is a two to three year process. Additionally, the IB program includes an annual fee, cost for professional development, and instructional materials, none of which are included in the ISLS-WS budget. The ISLS-WS petition does not address how the California Standards will be implemented (Attachment 3 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a3.pdf).

Plan for Low-Achieving Pupils

The description provided in the ISLS-WS petition for serving low-achieving pupils fails to demonstrate how ISLS-WS will meet pupils' instructional needs. The ISLS-WS petition indicates that low-achieving pupils will be assessed to determine if their reading difficulties are due to a disability, and if so, they will receive support from peer tutoring and differentiated instruction. Furthermore, the ISLS-WS petition does not include an intensive intervention program or plan to serve low-achieving pupils.

Plan for High-Achieving Pupils

The ISLS-WS petition fails to demonstrate how ISLS-WS will meet the needs of high-achieving pupils. The petitioner indicates that the key to success for high-achieving pupils will be the personalization of experience based on close relationships with the adults in ISLS-WS. The ISLS-WS petition states that every pupil, including high-achieving pupils, will work with an advisor to create a plan of study, with the combination of teacher-designed and self-designed curriculum. The petition does not describe an instructional program or identification process for identifying or serving high-achieving pupils (Attachment 5 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a5.pdf).

Plan for English Learners

The description of the plan for English Learners (ELs) in the ISLS-WS petition fails to demonstrate how ISLS-WS will meet the requirements of law. The ISLS-WS petition lacks a clear description of an English Language Development (ELD) program, an appropriate placement system based on the California English Language Development Test (CELDT), and proper reclassification process.

The petitioner states that the Home Language Survey will be administered to determine which pupils will take the CELDT; however, the ISLS-WS petition does not describe how pupils would have access to the appropriate placement based on results from the CELDT. The petition does not provide a clear understanding of how the instructional program will be delivered to ensure ELs are achieving English language proficiency comparable to that of native speakers of English. The ISLS-WS petition states that the English language arts (ELA) teachers will teach the ELD standards; however, the description of the program is vague.

The ISLS-WS petition states that ISLS-WS will form a reclassification committee comprised of the principal and teachers to review criteria for reclassification of ELs; however, the petition does not include the requirement to provide parents/guardians opportunities for consultation or input. The petition states that the assessment used to determine how ELs progress toward reclassification is the California Standards Test (CST). It is not clear that the ISLS-WS petitioner understands that reclassifying a pupil from EL to proficient in English requires a process that includes, but is not limited to:

- Assessment of English language proficiency. The CST does not specifically assess English language proficiency.

- Specific assessment metrics and data measurements.

The petition states that all pupils who have been reclassified will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind legislation. However, the petition does not indicate

what assessment(s) and other data will be used to monitor academic achievement (Attachment 5 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a5.pdf).

For these reasons, the ISLS-WS petition fails to provide sufficient information to ensure that additional and appropriate educational services that ELs are required to receive under federal and state law would indeed be provided by ISLS-WS.

Plan for Special Education

The ISLS-WS petition does not demonstrate a clear understanding of ISLS-WS's responsibility under the law for pupils with disabilities. The ISLS-WS petition indicates that ISLS-WS will provide a full-inclusion model for pupils with disabilities; however, the petitioner fails to include how a continuum of services for pupils with disabilities will be provided. In addition, it is not clear, that the petitioner understands the role of the SELPA (Attachment 3 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a3.pdf).

The CDE finds that the ISLS-WS petition does not address the requirements of *EC* Section 47605(b)(ii), including a description of ISLS-WS annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to *EC* Section 52052, for each of the applicable eight state priorities identified in *EC* Section 52060(d) and a description of the specific annual actions the ISLS-WS will take to achieve each of the identified annual goals.

The CDE finds that the ISLS-WS petition does not provide a reasonably comprehensive description for 11 of the 16 required elements. Based on the program deficiencies noted above and those noted in the CDE petition review and analysis, the CDE finds that the ISLS-WS petitioner is demonstrably unlikely to successfully implement the intended program pursuant to *EC* sections 47605(b)(1), 47605(b)(2), 47605(b)(5), and 5 *CCR* Section 11967.5.1.

A detailed analysis of the review of the entire petition is provided in Attachment 1 of Agenda Item 02 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/documents/accs-aug15item02a1.doc.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Currently, 25 charter schools operate under SBE authorization as follows:

- One statewide benefit charter, operating a total of six sites
- Seven districtwide charters operating a total of seventeen sites
- Seventeen charter schools, authorized on appeal after local or county denial

The SBE delegates oversight duties of the districtwide charters to the county office of education of the county in which the districtwide charter is located. The SBE delegates oversight duties of the remaining charter schools to the CDE.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved as an SBE-authorized charter school, the CDE would receive approximately one percent of the revenue of the charter school for the CDE's oversight activities. However, no additional resources are allocated to the CDE for oversight.

ATTACHMENT(S)

Attachment 1: State Board of Education Standard Conditions on Opening and Operation (3 pages)

STATE BOARD OF EDUCATION
STANDARD CONDITIONS ON OPENING AND OPERATION

- **Insurance Coverage.** Prior to opening, (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. Additionally, the school will provide a document stating that the District will hold harmless, defend, and indemnify the State Board of Education (SBE) and the California Department of Education (CDE), their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

- **Memorandum of Understanding/Oversight Agreement.** Prior to opening, either: (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to the California *Education Code* (*EC*) Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.

- **Special Education Local Plan Area Membership.** Prior to opening, submit written verification of having applied to a Special Education Local Plan Area (SELPA) for membership as a local educational agency and submit either written verification that the school is (or will be at the time pupils are being served) participating in the SELPA; or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's pupils to be pupils of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff following a review of either: (1) the school's written plan for membership in the SELPA, including any proposed contracts with service providers; or (2) the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

- **Educational Program.** Prior to opening, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and submit the complete educational program for pupils to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used; plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials; and identification of specific assessments that will be used in addition to the assessment identified in *EC* Section 60640 in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

- **Student Attendance Accounting.** Prior to opening, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

- **Facilities Agreements.** Prior to opening, present written agreements (e.g., a lease or similar document) indicating the school's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each school's operation and evidence that the facilities will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division.

- **Zoning and Occupancy.** Not less than 30 days prior to the school's opening, present evidence that each school's facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division.

- **Final Charter.** Prior to opening, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE and/or SBE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division (CSD) staff. Satisfaction of this condition is determined by the Executive Director of the SBE based primarily on the advice of the Director of the CSD.

- **Processing of Employment Contributions.** Prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the California Public Employees' Retirement System and the California State Teachers' Retirement System.

- **Operational Date.** If any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met. If the school is not in operation by September 30, 2015, approval of the charter is terminated.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 06

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
School Improvement Grant: Update on the Development of a State-Determined Intervention Model for California for the School Improvement Grant Under Section 1003(g) of the Elementary and Secondary Education Act.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

On February 9, 2015, the U.S. Department of Education (ED) released the fiscal year (FY) 2014 School Improvement Grant (SIG) final requirements and the FY 2014 state educational agency (SEA) application under Section 1003(g) of the Elementary and Secondary Education Act. The FY 2014 SIG final requirements introduce several program changes that impact future SIG cohorts, including three additional intervention models. One of the additional intervention models is an optional State-determined Intervention Model (SDIM). SEAs may submit one SDIM that meets the FY 2014 SIG final requirements with the SIG SEA Application. The requirements for the SDIM, Early Learning Model, and Evidence-based, Whole-school Reform Model are provided in Attachment 1. This item features an update on the development of an SDIM for California.

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate, but recommends no specific action at this time.

BRIEF HISTORY OF KEY ISSUES

The FY 2014 SIG final requirements implement language in the Consolidated Appropriations Act, 2014, to allow local educational agencies (LEAs) to select from three additional intervention models, provide flexibility for rural LEAs, and to extend the grant period from three to five years. Additionally, the FY 2014 SIG final requirements introduce revisions to current requirements that reflect lessons learned from four years of SIG implementation and stakeholder input to strengthen program implementation.

FY 2010 SIG Final Requirements Intervention Models	FY 2014 SIG Final Requirements Intervention Models
Turnaround Transformation Restart Closure	Turnaround Transformation Restart Closure Early Learning Evidence-based, Whole-school Reform Model State-determined Intervention Model (Optional)

To be approved to implement an optional SDIM, an SEA must include a description of the SDIM in its SIG application to the ED. An SEA must ensure that, at a minimum, its SDIM meets the definition of a "Whole-school Reform Model," as set forth in the FY 2014 SIG final requirements. This definition can be found in Attachment 1. An SEA may also include any other elements or strategies that it determines will help increase student achievement. An SEA that demonstrates that its proposed SDIM meets the requirements of the Evidence-based, Whole-school Reform Model, described in Attachment 1, will not be required to make any additional demonstration to receive the Secretary's approval to implement that model.

To support this project, the CDE is collaborating with The Center on School Turnaround, the California Comprehensive Center at WestEd, and the American Institute for Research to engage and gather stakeholder input, develop model elements and strategies that meet the FY 2014 SIG final requirements for an SDIM, and provide support for developing guidance for the implementation of the SDIM. To support the vision of comprehensive planning and improving student achievement in our schools, the CDE is exploring potential alignment between the goals of a system of continuous improvement that actively supports the forward progress of every student, as envisioned in the Local Control Funding Formula/Local Control Accountability Plan priorities, and the development of the SDIM.

In July 2015, California submitted a waiver request to the ED to carry over 100 percent of the FY 2014 SIG allocation and an abbreviated FY 2014 SIG SEA Application to obligate federal FY 2014 SIG funds until September 30, 2020. If the ED approves the waiver, California will continue to develop the SDIM and await release of the FY 2015 SIG SEA Application, anticipated to be available in the fall or winter of 2015.

After release and completion of the FY 2015 SIG SEA Application, the CDE will request approval from the SBE to submit the FY 2015 SIG SEA Application including California's SDIM. If awarded, California will combine the FY 2014 SIG allocation with the FY 2015 SIG allocation to conduct a new SIG awards competition for implementation beginning in the 2016–17 school year (SY).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its July 2015 meeting, the SBE approved California's request to submit a waiver to the ED to allow California to carry over 100 percent of the FY 2014 SIG allocation to be awarded along with the FY 2015 SIG allocation for awards beginning in the 2016–17 SY.

FISCAL ANALYSIS (AS APPROPRIATE)

The SIG funds provide LEAs with grants ranging from $50,000 to $2 million per school per year. California's FY 2014 SIG allocation is approximately $59 million. Pending approval of the carryover request waiver, California will combine the FY 2014 and FY 2015 SIG allocations to award sub-grants to LEAs for the first four years of the five-year grant period (2016–17, 2017–18, 2018–19, and 2019–20 SYs). The fifth year (2020–21 SY) of the grant award period will be funded using the remainder of the FY 2015 SIG funds.

ATTACHMENT(S)

Attachment 1: Fiscal Year 2014 School Improvement Grant Additional Intervention Model Requirements (5 Pages)

Fiscal Year 2014 School Improvement Grant
Additional Intervention Model Requirements

State-determined Intervention Model Requirements
State-determined Intervention Model: In its application to the Department, each state educational agency (SEA) may submit one State-determined Intervention Model for the Secretary's review and approval. To be approved, a State-determined Intervention Model must be a Whole-school Reform Model as defined in the fiscal year 2014 School Improvement Grant (SIG) final requirements (I.A.3) and, at the SEA's discretion, may also include any other elements or strategies that the SEA determines will help improve student achievement. **Whole-school Reform Model** means, a model that is designed to: 1. Improve student academic achievement or attainment 2. Be implemented for all students in a school 3. Address, at a minimum and in a comprehensive and coordinated manner, each of the following: a. School leadership b. Teaching and learning in at least one full academic content area (including professional learning for educators) c. Student non-academic support d. Family and community engagement

Early Learning Model Requirements

A local educational agency (LEA) implementing the **Early Learning Model** in an elementary school must:

1. Implement each of the following early learning strategies:

    a. Offer full-day kindergarten

    b. Establish or expand a high-quality preschool program as defined in the SIG final requirements

2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions.

3. Replace the principal who led the school prior to commencement of the Early Learning Model.

4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that meet the requirements described in Section I.A.2(d)(1)(A)(ii) of the SIG final requirements.

5. Use the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the SIG final requirements under the Transformation Model to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

6. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the SIG final requirements, if applicable.

7. Use data to identify and implement an instructional program that:

    a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards.

    b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and

Early Learning Model Requirements
literacy, socio-emotional skills, self-regulation, and executive functions. c. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students. d. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence-based, Whole-school Reform Model Requirements

An LEA seeking to use SIG funds to implement an **Evidence-based, Whole-school Reform Model** in a school must choose from models reviewed and identified by the U.S. Department of Education (ED). The published list of models meeting requirements based on a review of submissions by What Works Clearinghouse-certified reviewers and ED staff is located on the ED Web page at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.

An Evidence-based, Whole-school Reform Model is supported by evidence of effectiveness, which must include at least one study of the model that:

1. Meets What Works Clearinghouse evidence standards with or without reservations.

    a. If evidence meets What Works Clearinghouse evidence standards with reservations, the LEA must include a large sample and a multi-site sample as defined in Title 34 of the *Code of Federal Regulations* Section 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section).

2. Found a statistically significant favorable impact on a student's academic achievement, or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse.

3. Is a **Whole-school Reform Model** as defined in the SIG final requirements:

    a. Improves student academic achievement or attainment

    b. Can be implemented for all students in a school

    c. Addresses, at a minimum and in a comprehensive and coordinated manner, each of the following:

        i. School leadership

        ii. Teaching and learning in at least one full academic content area (including professional learning for educators)

        iii. Student non-academic support

Evidence-based, Whole-school Reform Model Requirements
iv. Family and community engagement 4. Is implemented by the LEA in partnership with a Whole-school Reform Model developer as defined in the SIG final requirements.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 07

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Elementary and Secondary Education Act: Approval of an Amendment to California's Consolidated State Application Accountability Workbook Related to Attendance Rates for Elementary and Middle Grades in the Title I Accountability System.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

Since 2004, the State Board of Education (SBE) has annually approved proposed amendments to California's Consolidated State Application Accountability Workbook (hereafter referred to as the Accountability Workbook) and submitted them to the U.S. Department of Education (ED) pursuant to requirements of the federal Elementary and Secondary Education Act, Title I.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE approve one additional amendment to the 2015 Consolidated State Application Accountability Workbook, which would impact the 2015 Adequate Yearly Progress (AYP). Based on research, the CDE recommends that the SBE set the attendance rate target for elementary and middle grades at 93 percent.

BRIEF HISTORY OF KEY ISSUES

At the January 2015 SBE meeting, SBE members approved seven amendments to the Accountability Workbook that would impact the reporting of the 2015 AYP.

One of the approved amendments was to replace the Academic Performance Index (API) as the additional indicator in making AYP determinations for elementary and middle grades with attendance rates based on Average Daily Attendance (ADA).

The ED requires each school to meet an additional indicator in order to make AYP. High schools are required to meet the four-year cohort graduation rate as the additional indicator and the SBE approved using attendance rates as the additional indicator for elementary and middle grades.

At the May 2015 SBE meeting, CDE staff recommended that the SBE approve an attendance rate target of 90 percent. This recommendation was based on the most

frequent target set by other states using attendance rates as an additional indicator for AYP. In response, the SBE requested that CDE staff provide two additional types of information: (1) research supporting the recommended target, and (2) data regarding the impact of the target on local educational agencies (LEAs) and schools with elementary and middle grades.

Because the CDE does not collect ADA at the school level, attendance data needed to be collected from LEAs before an analysis could be completed. As of August 12, 2015, the CDE received data for 88 percent of the 7,206 schools that would be required to meet the attendance rate target. Of these schools (6,573), Table 1 below indicates how they would perform on targets ranging from 90 to 97 percent.

Table 1. Number and Percent of California Elementary and Middle Grades Meeting Specified Targets

Target	Number of Schools Meeting Target	Number of Schools Not Meeting the Target	Percent of Schools Meeting the Target
≥90%	6,434	139	98%
≥91%	6,413	160	98%
≥92%	6,360	213	97%
≥93%	6,267	306	95%
≥94%	6,084	489	93%
≥95%	5,609	964	85%
≥96%	4,496	2,077	68%
≥97%	2,395	4,178	36%

Note: Based on 6,573 of Elementary and Middle Schools

The CDE received data for 82 percent of 942 districts that would be required to meet the attendance rate target. Of these (769), Table 2 below indicated how they would perform on the targets ranging from 90 to 97 percent.

Table 2. Number and Percent of California School Districts with Elementary and Middle Grades Meeting Specified Targets

Target	Number of Districts Meeting Target	Number of Districts Not Meeting the Target	Percent of Districts Meeting the Target
≥90%	724	45	94%
≥91%	718	51	93%
≥92%	712	57	93%
≥93%	701	68	91%
≥94%	663	106	86%
≥95%	608	161	79%
≥96%	482	287	63%
≥97%	237	532	31%

Note: Based on 769 School Districts with Elementary and Middle Schools

In response to the SBE's request for research, the CDE and the California Comprehensive Center at WestEd obtained research on attendance rates and chronic absenteeism. Based on that research, there is wide agreement that students who are

absent 10 percent or more of the school year, including excused and unexcused absences, are at greater risk of reading below grade level and dropping out of high school (Ginsburg, Jordan, and Chang, 2014; Balfanz and Byrnes, 2012; Ginsburg and Chudowsky, 2012).

A study in California found that only 17 percent of children chronically absent in both kindergarten and grade one were proficient readers by the end of grade three, as compared to 64 percent of their peers who attended regularly (Bruner, Discher, and Chang, 2011). A Utah study found that students who were chronically absent in any year between grades eight and twelve were more than twice as likely to drop out of high school (Utah Education Policy Center, 2012).

Although there is a correlation between ADA attendance data and chronic absenteeism, three studies indicated that reporting ADA rates can obscure the number of chronically absent students. The California study (Bruner, Discher, and Chang, 2011) found that most schools do not use their ADA data to monitor chronic absenteeism. Schools may assume that 95 percent ADA is an indicator of good attendance, but is not necessarily the case. “For example, even in a school of 200 students with 95 percent average daily attendance, 30 percent (or 60) of the students could be missing nearly a month of school (i.e., chronically absent) over the course of the school year.”

Other key findings of the California study relating to the relationship between ADA and chronic absenteeism found:

- Schools with ADA rates higher than 97 percent rarely have a problem with chronic absenteeism.
- Schools between 93 and 97 percent need to analyze their data further to determine the extent of the problem.
- Schools with ADA rates below 93 percent are more likely to have some high concentrations of absenteeism.

The Utah study indicated that a school with 500 students and a 94 percent ADA could have from zero to 250 chronically absent students, depending on how the absences are distributed (Utah Education Policy Center, 2012). Another study indicated that “A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up the 90 percent.” (Balfanz and Byrnes, 2012).

In summary, the research regarding the impact of chronic absenteeism on student achievement and dropout rates, and its correlation with attendance data suggest that chronic absenteeism would be a good indicator in the new multiple measures accountability system. Although the CDE does not currently collect data that would allow for the calculation of a chronic absenteeism rate, it is developing a plan to collect the necessary attendance data through the California Longitudinal Pupil Achievement Data System (CALPADS). Based on the current timeline, the data should be available in 2016–17.

Because it was not possible to collect chronic absenteeism data for the 2015 AYP reports, attendance data were recommended as the additional indicator for AYP. If the ESEA is reauthorized this fall, it is possible that 2015 may be the last year the CDE is required to produce the current AYP report for LEAs and schools, limiting the use of attendance data to one year only.

Because the research indicates that schools with an attendance rate below 93 percent are more likely to have high concentrations of absenteeism, the CDE is recommending that the attendance rate target be set at 93 percent for elementary and middle grades. This recommendation aligns with the California research that indicates schools with ADA rates below 93 percent are more likely to have high concentration of absenteeism.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has submitted amendments to California's Accountability Workbook each year since the initial submission in January 2003. Most amendments have been in response to changes in California's assessment system or to changes in federal requirements. The most recent changes to the Accountability Workbook include:

- For the 2015 AYP, the SBE and CDE submitted seven amendments: (1) add grade three to pair and share, (2) replace the Standardized Testing and Reporting (STAR) Program assessments with the Smarter Balanced assessments for grades three through eight, (3) suspend the use of alternate assessments for 2015 AYP determinations, (4) suspend the use of the Annual Measurable Objectives (AMOs) for reporting and making AYP determinations, (5) revise the definition of the socioeconomically disadvantaged (SED) student group to include students that automatically qualify for the Free and Reduced-Price Meals program (foster youth, homeless, and migrant students), (6) replace the grade ten California High School Exit Examination (CAHSEE) with the grade eleven Smarter Balanced assessment for making AYP determinations, and (7) replace the API as the additional indicator for elementary and middle schools and elementary and unified school districts with the attendance rate.

- For the 2014 AYP, the SBE and CDE submitted two amendments. The first amendment added an extended-year (six-year) cohort graduation rate, and the second amendment removed the API as an additional indicator for high schools.

- For the 2013 AYP, the SBE and CDE submitted a technical amendment in response to the ED requiring a change to the proposed calculation method used for the five-year cohort graduation rate.

- For the 2012 AYP, the SBE and CDE submitted three amendments. The first amendment was in response to a previous Title I Monitoring Visit finding by the ED. As a result, the CDE agreed to produce all LEA accountability report cards and post them on the CDE Web site. The second amendment was a technical

change that revised the definition of the SED student group in the Accountability Workbook to align with the definition on the student answer document. A third amendment, approval of a five-year graduation rate, was not approved for 2012 AYP determinations.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal impact will be minimal, as the AYP reports are generated by CDE staff and posted on the CDE AYP Web page. All expenses are included in the Analysis, Measurement, and Accountability Reporting Division's budget.

ATTACHMENT(S)

Attachment 1: References (1 Page)

References

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California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 08

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Approval of 2015–16 Consolidated Applications.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

Each local educational agency (LEA) must submit a complete and accurate Consolidated Application (ConApp) for each fiscal year in order for the California Department of Education (CDE) to send funding to LEAs that are eligible to receive categorical funds as designated in the ConApp. The ConApp is the annual fiscal companion to the LEA Plan as required by the federal Elementary and Secondary Education Act of 1965 (ESEA). The State Board of Education (SBE) is asked to annually approve ConApps for approximately 1,830 school districts, county offices of education, and direct-funded charter schools.

RECOMMENDATION

The CDE recommends that the SBE approve the 2015–16 ConApps submitted by LEAs in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

Each year, the CDE, in compliance with *California Code of Regulations,* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. Prior to receiving funding, the LEA must also have an SBE-approved LEA Plan that satisfies SBE and CDE criteria for utilizing federal categorical funds.

Approximately $2.0 billion of federal funding is distributed annually through the ConApp process. The 2015–16 ConApp consists of six federal-funded programs. The funding sources include:

- Title I, Part A Basic Grant (Low Income);
- Title I, Part D (Delinquent);
- Title II, Part A (Teacher Quality);
- Title III, Part A (Immigrant);
- Title III, Part A (Limited English Proficient Students); and
- Title VI, Part B (Rural, Low-Income).

ConApp data is collected twice a year. The Spring Release, which occurs from May to June, collects new fiscal year application data, end-of-school-year program participation student count, and program expenditure data. The Winter Release, which occurs from January to February, collects LEA reservations and allocations, and program expenditure data.

The CDE provides the SBE with two levels of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, and has no outstanding non-compliant issues or is making satisfactory progress toward resolving one or two non-compliant issues that is/are fewer than 365 days non-compliant. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, but has one or more non-compliant issues that is/are unresolved for over 365 days. Conditional approval by the SBE provides authority to the LEA to spend its categorical funds under the condition that it will resolve or make significant progress toward resolving non-compliant issues. In extreme cases, conditional approval may include the withholding of funds.

Attachment 1 identifies the LEAs that have no outstanding non-compliant issues or are making satisfactory progress toward resolving one or two non-compliant issues that is/are fewer than 365 days non-compliant. The CDE recommends regular approval of the 2015–16 ConApp for these 1,621 LEAs. Fiscal data are absent if an LEA is new or is a charter school applying for direct funding for the first time. Attachment 1 includes ConApp entitlement figures from school year 2014–15 because the figures for 2015–16 cannot be determined until all applications and LEA Plans have been completed.

There are no LEAs with one or more non-compliant issues that is/are unresolved for more than 365 days.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

For fiscal year 2014–15, the SBE approved ConApps for 1,664 LEAs. Attachment 1 represents the first set of 2015–16 ConApps presented to the SBE for approval.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE provides resources to track the SBE approval status of the ConApps for approximately 1,700 LEAs. The cost to track the non-compliant status of LEAs related to programs within the ConApp is covered through a cost pool of federal funds. CDE staff communicate with LEA staff on an ongoing basis to determine the evidence

needed to resolve issues, review the evidence provided by LEA staff, and maintain a tracking system to document the resolution process.

ATTACHMENT(S)

Attachment 1: Consolidated Applications List (2015–16) – Regular Approvals (67 pages)

Consolidated Applications List (2015–16) – Regular Approvals

The following 1,621 local educational agencies (LEAs) have submitted a correct and complete Consolidated Application (ConApp), Spring Release, and have no outstanding noncompliance issues or are making satisfactory progress toward resolving one or two non-compliant issues that are fewer than 365 days non-compliant. The California Department of Education recommends regular approval of these applications.

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1	19648650000000	Palos Verdes Peninsula Unified	$722,166	$61	$452,881
2	19642120000000	ABC Unified	$4,172,117	$199	$3,119,387
3	39686270128553	Acacia Elementary Charter	$391,022	$1,299	$372,455
4	39686270128546	Acacia Middle Charter	$94,679	$1,183	$94,454
5	19647330120097	Academia Moderna	$188,377	$415	$161,419
6	36750773631207	Academy for Academic Excellence	$8,057	$0	$0
7	01611190131805	Academy of Alameda Elementary	$0	$0	$0
8	45752670120170	Academy of Personalized Learning	$118,830	$273	$116,843
9	19647330126185	Academy of Science and Engineering	$87,941	$460	$86,736
10	07616300000000	Acalanes Union High	$325,913	$60	$230,796
11	19647336112536	Accelerated	$332,278	$452	$301,517
12	23656152330454	Accelerated Achievement Academy	$48,836	$348	$48,096
13	19647330100743	Accelerated Elementary Charter	$133,945	$460	$117,879
14	43693690129254	ACE Alum Rock	$26,578	$374	$25,948
15	43694270125617	ACE Charter High	$100,229	$453	$98,053
16	43696660131656	ACE Charter Middle	$0	$0	$0
17	43104390116814	ACE Empower Academy	$201,413	$498	$179,003
18	43694500129247	ACE Franklin McKinley	$68,371	$455	$56,141

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
19	01612590111476	Achieve Academy	$513,027	$684	$471,178
20	31667610000000	Ackerman Charter	$41,497	$80	$27,690
21	19753090000000	Acton-Agua Dulce Unified	$245,994	$166	$192,649
22	42767866118202	Adelante Charter	$76,487	$301	$59,398
23	36675870000000	Adelanto Elementary	$2,672,092	$321	$2,317,096
24	19647330118588	Alain Leroy Locke College Prep Academy	$736,506	$421	$720,847
25	01611190130609	Alameda Community Learning Center	$1,377	$0	$0
26	01611190000000	Alameda Unified	$1,788,544	$188	$1,289,152
27	01611270000000	Albany City Unified	$421,480	$108	$274,032
28	37683380111898	Albert Einstein Academy Charter Middle	$45,478	$93	$43,689
29	19753090131201	Albert Einstein Academy for Letters, Arts & Sciences - Aqua Dulce Partnership Academy	$440	$0	$0
30	19651360121731	Albert Einstein Academy for Letters, Arts and Sciences	$1,052	$0	$0
31	12630320111203	Alder Grove Charter	$75,014	$201	$73,262
32	49705990000000	Alexander Valley Union Elementary	$18,535	$155	$15,493
33	19757130000000	Alhambra Unified	$6,177,687	$352	$4,634,190
34	27659610000000	Alisal Union	$3,843,380	$429	$2,809,897
35	37754166119275	All Tribes Charter	$264	$0	$0
36	37754160122796	All Tribes Elementary Charter	$166	$0	$0
37	54717950000000	Allensworth Elementary	$61,976	$737	$55,468
38	19647330127217	Alliance Alice M. Baxter College-Ready High	$66,424	$531	$64,085
39	19647330121285	Alliance Cindy and Bill Simon Technology Academy High	$209,762	$463	$206,949
40	19647330123141	Alliance College-Ready Academy High 16	$159,289	$838	$154,332

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
41	19647330128058	Alliance College-Ready Middle Academy 12	$152,224	$608	$148,751
42	19647330120030	Alliance College-Ready Middle Academy 4	$211,502	$442	$208,490
43	19647330120048	Alliance College-Ready Middle Academy 5	$150,370	$596	$147,997
44	19647330128033	Alliance College-Ready Middle Academy 8	$66,424	$531	$64,085
45	19647330108936	Alliance Collins Family College-Ready High	$235,078	$391	$231,780
46	19647330111500	Alliance Dr. Olga Mohan High	$185,737	$384	$183,190
47	19647330106864	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	$437,394	$776	$418,160
48	19647330117598	Alliance Health Services Academy High	$182,654	$347	$179,877
49	19647330111518	Alliance Jack H. Skirball Middle	$182,489	$395	$179,890
50	19647330108894	Alliance Judy Ivie Burton Technology Academy High	$243,429	$405	$240,157
51	19647330128041	Alliance Kory Hunter Middle	$66,424	$531	$64,085
52	19647330117606	Alliance Leichtman-Levine Family Foundation Environmental Science High	$165,783	$281	$162,699
53	19647330111658	Alliance Marc & Eva Stern Math and Science	$225,981	$376	$222,756
54	19647330124941	Alliance Margaret M. Bloomfield Technology Academy High	$2,048	$0	$0
55	19647330116509	Alliance Morgan McKinzie High	$122,698	$328	$120,733
56	19647330111641	Alliance Ouchi-O'Donovan 6-12 Complex	$446,721	$772	$424,005
57	19647330111492	Alliance Patti And Peter Neuwirth Leadership Academy	$262,855	$424	$248,943
58	19647330124891	Alliance Renee and Meyer Luskin	$192,607	$442	$188,688

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
		Academy High			
59	19647330123133	Alliance Susan and Eric Smidt Technology High	$182,653	$608	$177,299
60	19647330121293	Alliance Tennenbaum Family Technology High	$121,266	$282	$119,312
61	54718030000000	Alpaugh Unified	$266,453	$840	$229,498
62	43693690125526	Alpha: Blanca Alvarado Middle	$171,968	$367	$153,500
63	43104390129213	Alpha: Jose Hernandez Middle	$71,070	$430	$70,102
64	02100250000000	Alpine County Office of Education	$30	$0	$0
65	02613330000000	Alpine County Unified	$57,969	$698	$46,941
66	37679670000000	Alpine Union Elementary	$204,173	$120	$131,715
67	36675950000000	Alta Loma Elementary	$670,455	$113	$478,457
68	54718110000000	Alta Vista Elementary	$455,328	$794	$374,414
69	36675870120592	Alta Vista Public	$16,002	$0	$0
70	36677360131151	Alta Vista South Public Charter	$15,056	$0	$0
71	31667790000000	Alta-Dutch Flat Union Elementary	$33,664	$343	$26,158
72	43693690000000	Alum Rock Union Elementary	$4,649,780	$410	$3,301,430
73	20651770000000	Alview-Dairyland Union Elementary	$181,871	$492	$151,507
74	10619940000000	Alvina Elementary	$91,053	$532	$79,950
75	33669770000000	Alvord Unified	$6,908,054	$356	$5,433,934
76	03739810000000	Amador County Unified	$747,841	$201	$604,656
77	10623800124982	Ambassador Phillip V. Sanchez Public Charter	$1,765	$0	$0
78	01612596113807	American Indian Public Charter	$60,021	$315	$60,021
79	01612590114363	American Indian Public Charter School II	$195,817	$304	$176,656
80	01612590111856	American Indian Public High	$100,052	$463	$98,846

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
81	37683380124206	America's Finest Charter	$96,959	$372	$82,902
82	30664230000000	Anaheim City	$8,108,479	$423	$6,171,738
83	30664310000000	Anaheim Union High	$9,262,207	$290	$7,611,851
84	19768850130799	Anahuacalmecac International University Preparatory High School of North America	$54,954	$490	$54,260
85	45698560000000	Anderson Union High	$478,361	$253	$410,852
86	23655400000000	Anderson Valley Unified	$244,504	$452	$198,084
87	19647330124883	Animo College Preparatory Academy	$171,181	$372	$168,454
88	19647330123992	Animo Ellen Ochoa Charter Middle	$70,974	$554	$70,053
89	19646341996586	Animo Inglewood Charter High	$227,756	$372	$224,205
90	19647330111583	Animo Jackie Robinson High	$216,190	$365	$213,730
91	19647330124008	Animo James B. Taylor Charter Middle	$182,431	$568	$181,385
92	19647330122481	Animo Jefferson Charter Middle	$380,786	$697	$235,316
93	19647091996313	Animo Leadership High	$235,032	$388	$223,194
94	19647330129270	Animo Mae Jemison Charter Middle	$70,974	$591	$70,053
95	19647330106849	Animo Pat Brown	$251,281	$425	$247,846
96	19647330124024	Animo Phillis Wheatley Charter Middle	$214,339	$350	$211,097
97	19647330111575	Animo Ralph Bunche High	$285,818	$482	$282,278
98	19647330102434	Animo South Los Angeles Charter	$238,287	$391	$234,633
99	19647330106831	Animo Venice Charter High	$198,895	$338	$195,747
100	19647330111625	Animo Watts College Preparatory Academy	$209,001	$373	$205,837
101	19647330124016	Animo Western Charter Middle	$272,837	$445	$238,812
102	19647330122499	Animo Westside Charter Middle	$82,650	$228	$81,141
103	52714720000000	Antelope Elementary	$230,504	$321	$188,756
104	19648570112714	Antelope Valley Learning Academy	$14,477	$0	$0

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
105	19642460000000	Antelope Valley Union High	$7,297,168	$324	$6,619,622
106	07616480000000	Antioch Unified	$4,214,372	$234	$3,444,946
107	19647330117077	APEX Academy	$260,084	$589	$246,229
108	19647330126078	Apple Academy Charter Public	$111,158	$298	$109,462
109	36750770000000	Apple Valley Unified	$4,306,837	$329	$3,713,676
110	19647330121079	Ararat Charter	$99,419	$331	$79,419
111	19642610000000	Arcadia Unified	$1,284,212	$131	$908,744
112	12626790000000	Arcata Elementary	$380,163	$692	$320,272
113	56725460120634	Architecture, Construction & Engineering Charter High (ACE)	$31,987	$193	$31,379
114	34672800000000	Arcohe Union Elementary	$198,324	$530	$179,105
115	23655570000000	Arena Union Elementary	$84,946	$324	$67,084
116	01612590115238	ARISE High	$94,552	$376	$93,242
117	16638750000000	Armona Union Elementary	$376,935	$377	$305,190
118	35752590000000	Aromas/San Juan Unified	$238,317	$192	$170,269
119	37683380114520	Arroyo Paseo Charter High	$52,812	$374	$50,702
120	37680236116859	Arroyo Vista Charter	$68,301	$65	$45,646
121	19647330123158	Arts In Action Community Charter	$134,108	$383	$115,233
122	15633130000000	Arvin Union	$2,145,907	$685	$1,784,668
123	01612596118608	ASCEND	$193,249	$446	$166,246
124	34674470120469	Aspire Alexander Twilight College Preparatory Academy	$112,362	$263	$110,538
125	34674470121467	Aspire Alexander Twilight Secondary Academy	$94,859	$259	$93,103
126	19101990109660	Aspire Antonio Maria Lugo Academy	$120,043	$631	$119,013
127	39686760121541	Aspire APEX Academy	$88,294	$287	$86,990

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
128	39685850101956	Aspire Benjamin Holt College Preparatory Academy	$76,464	$105	$74,718
129	01612590109819	Aspire Berkley Maynard Academy	$189,700	$335	$175,428
130	34674390102343	Aspire Capitol Heights Academy	$106,343	$353	$104,793
131	19647330126797	Aspire Centennial College Preparatory Academy	$243,283	$498	$241,387
132	01612590128413	Aspire College Academy	$117,330	$423	$102,481
133	41689996114953	Aspire East Palo Alto Charter	$318,501	$419	$288,865
134	01612590120188	Aspire ERES Academy	$103,365	$463	$90,827
135	19647330122622	Aspire Firestone Academy	$158,524	$380	$142,894
136	19647330122614	Aspire Gateway Academy	$153,715	$384	$138,949
137	01612590118224	Aspire Golden State College Preparatory Academy	$198,927	$353	$185,471
138	19647330124800	Aspire Inskeep Academy Charter	$158,849	$446	$139,209
139	19647330124792	Aspire Juanita Tate Academy Charter	$146,327	$446	$127,772
140	19647330114884	Aspire Junior Collegiate Academy	$132,449	$447	$117,653
141	39686760118497	Aspire Langston Hughes Academy	$223,350	$323	$220,039
142	01612590130666	Aspire Lionel Wilson College Preparatory Academy	$200,254	$407	$197,480
143	01612596117568	Aspire Monarch Academy	$196,459	$499	$163,548
144	19101990112128	Aspire Ollin University Preparatory Academy	$218,773	$385	$215,731
145	19647330122721	Aspire Pacific Academy	$209,574	$458	$207,191
146	39686760114876	Aspire Port City Academy	$113,174	$275	$111,354
147	39685856118921	Aspire River Oaks Charter	$185,794	$477	$76,105
148	39686760108647	Aspire Rosa Parks Academy	$151,353	$402	$149,317
149	19647330124784	Aspire Slauson Academy Charter	$146,881	$453	$130,634

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
150	50710430112292	Aspire Summit Charter Academy	$74,806	$185	$73,406
151	19647330120477	Aspire Titan Academy	$152,960	$466	$134,153
152	01612590130732	Aspire Triumph Technology Academy	$112,681	$396	$111,144
153	50712900118125	Aspire University Charter	$16,651	$63	$16,072
154	50711750120212	Aspire Vanguard College Preparatory Academy	$57,191	$183	$55,632
155	39685856116594	Aspire Vincent Shalvey Academy	$33,805	$86	$29,574
156	19753090127100	Assurance Learning Academy	$1,649	$0	$0
157	40687000000000	Atascadero Unified	$827,440	$173	$618,189
158	24656310000000	Atwater Elementary	$2,505,120	$530	$2,136,913
159	31667870000000	Auburn Union Elementary	$538,906	$261	$405,904
160	37683383731395	Audeo Charter	$153,755	$202	$151,042
161	19648810113464	Aveson Global Leadership Academy	$59,221	$143	$57,314
162	19648810113472	Aveson School of Leaders	$726	$0	$0
163	19642790000000	Azusa Unified	$3,700,647	$384	$2,935,417
164	36738580000000	Baker Valley Unified	$47,060	$290	$37,558
165	15633210000000	Bakersfield City	$17,301,044	$575	$14,464,626
166	19642870000000	Baldwin Park Unified	$5,338,177	$375	$4,220,314
167	42691040000000	Ballard Elementary	$16,013	$130	$12,080
168	24656490000000	Ballico-Cressey Elementary	$129,939	$379	$100,450
169	13631230118455	Ballington Academy for the Arts and Sciences	$37,264	$120	$24,966
170	04613820000000	Bangor Union Elementary	$37,578	$329	$26,541
171	33669850000000	Banning Unified	$2,211,873	$482	$1,817,522
172	39684860000000	Banta Elementary	$81,968	$236	$72,565
173	19765470118760	Barack Obama Charter	$136,166	$400	$134,139

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
174	36676110000000	Barstow Unified	$2,320,298	$392	$1,917,026
175	20651850000000	Bass Lake Joint Union Elementary	$268,360	$314	$224,931
176	19642950000000	Bassett Unified	$1,655,430	$418	$1,280,298
177	01612590106906	Bay Area Technology	$67,756	$258	$65,571
178	27102720124297	Bay View Academy	$909	$0	$0
179	41688580000000	Bayshore Elementary	$168,651	$444	$150,776
180	36676370000000	Bear Valley Unified	$666,432	$275	$500,641
181	15633390000000	Beardsley Elementary	$858,875	$489	$723,541
182	33669930000000	Beaumont Unified	$1,583,062	$175	$1,246,141
183	37684520128223	Bella Mente Montessori Academy	$783	$0	$0
184	45698720000000	Bella Vista Elementary	$93,173	$262	$75,040
185	55723060000000	Belleview Elementary	$31,075	$263	$19,596
186	49706150000000	Bellevue Union Elementary	$828,647	$462	$624,503
187	19643030000000	Bellflower Unified	$3,426,382	$250	$2,766,859
188	41688660000000	Belmont-Redwood Shores Elementary	$246,532	$63	$142,420
189	15633470000000	Belridge Elementary	$3,347	$81	$1,580
190	48705240000000	Benicia Unified	$389,321	$79	$235,446
191	49706230000000	Bennett Valley Union Elementary	$65,247	$62	$39,901
192	01611430000000	Berkeley Unified	$1,285,366	$134	$862,246
193	43693770000000	Berryessa Union Elementary	$1,298,982	$160	$793,608
194	19647330106872	Bert Corona Charter	$146,593	$402	$128,178
195	19643110000000	Beverly Hills Unified	$788,554	$185	$630,964
196	10620260000000	Big Creek Elementary	$22,913	$449	$19,086
197	12626950000000	Big Lagoon Union Elementary	$5,645	$0	$0
198	55751840000000	Big Oak Flat-Groveland Unified	$91,277	$266	$67,662

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
199	10101080119628	Big Picture High School - Fresno	$45,246	$309	$44,651
200	14632480000000	Big Pine Unified	$48,675	$268	$36,732
201	47701850000000	Big Springs Union Elementary	$40,733	$297	$34,429
202	27751500000000	Big Sur Unified	$2,449	$163	$937
203	18640890000000	Big Valley Joint Unified	$78,900	$424	$64,332
204	04614080000000	Biggs Unified	$246,631	$462	$213,558
205	19647331931047	Birmingham Community Charter High	$1,080,474	$330	$1,018,783
206	14766870000000	Bishop Unified	$399,542	$205	$298,750
207	35674540000000	Bitterwater-Tully Elementary	$1,005	$0	$0
208	45698800000000	Black Butte Union Elementary	$237,226	$1,162	$213,390
209	09737830000000	Black Oak Mine Unified	$198,221	$157	$125,080
210	15633540000000	Blake Elementary	$356	$0	$0
211	42691120000000	Blochman Union Elementary	$4,256	$0	$0
212	12627030000000	Blue Lake Union Elementary	$37,633	$202	$28,739
213	04614246119523	Blue Oak Charter	$91,436	$212	$89,758
214	47701930000000	Bogus Elementary	$1,325	$0	$0
215	21653000000000	Bolinas-Stinson Union	$38,510	$323	$31,833
216	19643290000000	Bonita Unified	$1,054,351	$106	$772,941
217	44697320000000	Bonny Doon Union Elementary	$32,179	$238	$24,534
218	37768510000000	Bonsall Unified	$277,468	$118	$198,989
219	37679830000000	Borrego Springs Unified	$142,360	$344	$105,180
220	27659790000000	Bradley Union Elementary	$59,071	$663	$53,153
221	13630730000000	Brawley Elementary	$1,835,311	$474	$1,406,733
222	13630810000000	Brawley Union High	$659,115	$353	$530,708
223	30664490000000	Brea-Olinda Unified	$574,304	$96	$391,654

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224	07616550000000	Brentwood Union Elementary	$752,869	$86	$541,192
225	05615560000000	Bret Harte Union High	$201,141	$241	$175,902
226	12627290000000	Bridgeville Elementary	$21,903	$547	$15,752
227	56724470000000	Briggs Elementary	$135,225	$241	$101,270
228	19647330112508	Bright Star Secondary Charter Academy	$190,666	$341	$187,361
229	41688740000000	Brisbane Elementary	$55,463	$121	$40,055
230	51713570000000	Brittan Elementary	$125,055	$267	$104,182
231	51713650000000	Browns Elementary	$25,165	$173	$22,473
232	42691380000000	Buellton Union Elementary	$124,026	$197	$78,031
233	30664560000000	Buena Park Elementary	$1,484,563	$292	$1,042,201
234	54718290000000	Buena Vista Elementary	$44,926	$240	$36,452
235	19643370000000	Burbank Unified	$2,403,490	$157	$1,821,874
236	41688820000000	Burlingame Elementary	$339,017	$102	$221,259
237	53716620000000	Burnt Ranch Elementary	$70,594	$735	$66,697
238	10620420000000	Burrel Union Elementary	$85,140	$697	$53,579
239	54718370000000	Burton Elementary	$1,107,972	$257	$882,407
240	04100410000000	Butte County Office of Education	$1,263,411	$2,904	$1,257,109
241	47736840000000	Butte Valley Unified	$124,896	$413	$93,531
242	47702010000000	Butteville Union Elementary	$54,077	$263	$50,172
243	15633700000000	Buttonwillow Union Elementary	$184,441	$515	$147,083
244	07616630000000	Byron Union Elementary	$299,360	$187	$278,872
245	41688900000000	Cabrillo Unified	$391,476	$116	$239,698
246	37679910000000	Cajon Valley Union	$6,324,889	$401	$4,955,228
247	05100580000000	Calaveras County Office of Education	$161,734	$315	$157,836
248	13630990000000	Calexico Unified	$4,893,267	$535	$3,716,005

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249	07100740129528	Caliber: Beta Academy	$133,265	$467	$110,316
250	15633880000000	Caliente Union Elementary	$26,379	$488	$22,591
251	39686500125849	California Connections Academy @ Ripon	$49,962	$72	$48,281
252	10623310127175	California Virtual Academy @ Fresno	$135,815	$225	$133,414
253	55723630100099	California Virtual Academy @ Jamestown	$57,914	$413	$57,346
254	16638750112698	California Virtual Academy @ Kings	$151,853	$267	$149,765
255	19650940112706	California Virtual Academy @ Los Angeles	$803,428	$220	$788,125
256	15636280127183	California Virtual Academy @ Maricopa	$314,681	$228	$308,836
257	37684036120893	California Virtual Academy @ San Diego	$533,333	$170	$521,914
258	39686270127191	California Virtual Academy @ San Joaquin	$293,904	$188	$288,178
259	41689160112284	California Virtual Academy @ San Mateo	$153,080	$184	$150,523
260	49707970107284	California Virtual Academy @ Sonoma	$176,959	$236	$173,945
261	51714150129007	California Virtual Academy @ Sutter	$158,505	$174	$155,607
262	15636280127209	California Virtual Academy High @ Maricopa	$124,058	$185	$121,819
263	13631070000000	Calipatria Unified	$545,393	$464	$420,027
264	28662410000000	Calistoga Joint Unified	$151,678	$182	$79,597
265	56725460115105	Camarillo Academy of Progressive Education	$1,006	$0	$0
266	43693850000000	Cambrian	$294,552	$85	$176,117
267	19647330122861	Camino Nuevo Academy #2	$217,934	$439	$194,400
268	19647336117667	Camino Nuevo Charter Academy	$460,261	$820	$395,700
269	19647330124826	Camino Nuevo Charter Academy No. 4	$276,932	$424	$246,732
270	19647330106435	Camino Nuevo Charter High	$176,061	$746	$174,272
271	19647330122564	Camino Nuevo Elementary No. 3	$358,054	$456	$307,655

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
272	19647330127910	Camino Nuevo High No. 2	$150,294	$420	$147,784
273	09618460123125	Camino Science and Natural Resources Charter	$298	$0	$0
274	09618460000000	Camino Union Elementary	$56,890	$134	$43,478
275	43693930000000	Campbell Union	$1,833,099	$239	$1,308,246
276	43694010000000	Campbell Union High	$208,020	$0	$0
277	58727286115935	Camptonville Academy	$78,643	$182	$77,165
278	58727280000000	Camptonville Elementary	$23,073	$378	$15,743
279	07616710000000	Canyon Elementary	$1,006	$14	$0
280	11625540000000	Capay Joint Union Elementary	$33,127	$164	$28,019
281	30664640106765	Capistrano Connections Academy	$280,892	$116	$273,235
282	30664640000000	Capistrano Unified	$5,987,218	$120	$4,586,477
283	34674390123901	Capitol Collegiate Academy	$99,966	$460	$99,044
284	37735510000000	Carlsbad Unified	$1,443,565	$130	$1,108,020
285	27659870000000	Carmel Unified	$343,477	$137	$270,853
286	42691460000000	Carpinteria Unified	$433,544	$191	$301,866
287	10621661030840	Carter G. Woodson Public Charter	$138,981	$377	$135,622
288	10755980000000	Caruthers Unified	$624,795	$437	$513,438
289	36678760114405	Casa Ramona Academy for Technology, Community, and Education	$166,217	$810	$146,464
290	45699140000000	Cascade Union Elementary	$889,604	$724	$744,447
291	19643450000000	Castaic Union	$78,995	$0	$0
292	45699220000000	Castle Rock Union Elementary	$2,816	$0	$0
293	01611500000000	Castro Valley Unified	$900,782	$99	$668,138
294	40687260000000	Cayucos Elementary	$153,256	$762	$143,763
295	44697990117804	Ceiba College Preparatory Academy	$160,402	$315	$147,772

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296	19647330123984	Celerity Cardinal Charter	$135,106	$428	$115,674
297	19647330115766	Celerity Dyad Charter	$318,267	$486	$274,021
298	19647330108910	Celerity Nascent Charter	$266,106	$473	$246,312
299	19647330122655	Celerity Octavia Charter	$189,314	$417	$167,785
300	19647330123166	Celerity Palmati Charter	$170,265	$412	$148,291
301	19101990124925	Celerity Sirius Charter	$196,496	$428	$180,915
302	19647330115782	Celerity Troika Charter	$154,645	$231	$139,211
303	19647330115139	Center for Advanced Learning	$159,577	$450	$138,986
304	34739730000000	Center Joint Unified	$1,248,051	$275	$1,053,112
305	19643520000000	Centinela Valley Union High	$2,660,406	$400	$2,303,565
306	54718030112458	Central California Connections Academy	$51,961	$166	$50,961
307	19647330100800	Central City Value	$176,184	$374	$173,727
308	36676450000000	Central Elementary	$817,713	$173	$630,124
309	10739650000000	Central Unified	$4,654,380	$299	$4,129,121
310	16638830000000	Central Union Elementary	$326,621	$190	$233,063
311	13631150000000	Central Union High	$1,096,758	$266	$843,912
312	30664720000000	Centralia Elementary	$1,016,043	$226	$706,565
313	19647090112250	Century Academy for Excellence	$107,097	$369	$105,332
314	19647090107508	Century Community Charter	$149,059	$329	$146,833
315	50710430000000	Ceres Unified	$3,480,628	$263	$2,675,356
316	36676520000000	Chaffey Joint Union High	$5,356,084	$220	$4,580,547
317	19647330108878	CHAMPS - Charter HS of Arts-Multimedia & Performing	$128,915	$134	$124,873
318	19643780000000	Charter Oak Unified	$833,225	$162	$634,925
319	37683383730959	Charter School of San Diego	$520,648	$238	$464,838
320	50710500000000	Chatom Union	$275,250	$461	$205,124

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321	20756060000000	Chawanakee Unified	$282,801	$342	$249,253
322	29663160000000	Chicago Park Elementary	$6,254	$0	$0
323	04614240000000	Chico Unified	$3,523,490	$283	$2,820,798
324	19646340121186	Children of Promise Preparatory Academy	$86,393	$323	$84,879
325	36676780000000	Chino Valley Unified	$5,448,480	$187	$4,300,280
326	20651930000000	Chowchilla Elementary	$720,484	$356	$569,855
327	20652010000000	Chowchilla Union High	$248,994	$242	$206,685
328	45104540111674	Chrysalis Charter	$33,073	$172	$32,353
329	27659950000000	Chualar Union	$124,490	$369	$77,297
330	37680230000000	Chula Vista Elementary	$6,605,901	$277	$5,058,290
331	37680236115778	Chula Vista Learning Community Charter	$289,562	$218	$241,341
332	49706490000000	Cinnabar Elementary	$81,343	$305	$75,584
333	19647330126177	Citizens of the World 2	$58,097	$155	$57,250
334	19647330126193	Citizens of the World 3	$37,556	$182	$37,352
335	19647330122556	Citizens of the World Charter Hollywood	$64,966	$161	$39,223
336	38684780107300	City Arts and Tech High	$120,690	$335	$118,852
337	19647330126102	City Charter Middle	$19,868	$56	$19,287
338	37683380124347	City Heights Preparatory Charter	$73,127	$641	$52,008
339	19647330127886	City Language Immersion Charter	$26,093	$154	$25,570
340	19643940000000	Claremont Unified	$749,638	$107	$572,928
341	10621090000000	Clay Joint Elementary	$50,407	$201	$43,716
342	07100740731380	Clayton Valley Charter High	$4,117	$0	$0
343	29663240000000	Clear Creek Elementary	$28,453	$190	$16,522
344	19647330129825	Clemente Charter	$64,706	$425	$62,472
345	49706560000000	Cloverdale Unified	$238,285	$170	$137,333

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346	10621170000000	Clovis Unified	$6,987,489	$170	$5,902,989
347	33736760000000	Coachella Valley Unified	$11,028,532	$590	$9,201,105
348	10621250000000	Coalinga-Huron Unified	$3,109,592	$722	$2,668,696
349	40754650000000	Coast Unified	$140,863	$200	$93,432
350	12626796120562	Coastal Grove Charter	$41,481	$186	$40,705
351	53716700000000	Coffee Creek Elementary	$1,422	$0	$0
352	42691610000000	Cold Spring Elementary	$15,927	$109	$11,578
353	37683380122788	Coleman Tech Charter High	$25,742	$116	$24,678
354	31667950000000	Colfax Elementary	$84,527	$261	$63,383
355	42691790000000	College Elementary	$86,620	$386	$71,252
356	19647330131821	Collegiate Charter High School of Los Angeles	$0	$0	$0
357	36676860000000	Colton Joint Unified	$7,695,907	$329	$6,248,794
358	45699480000000	Columbia Elementary	$152,806	$186	$135,137
359	55723480000000	Columbia Union	$158,302	$284	$129,003
360	54718520000000	Columbine Elementary	$44,138	$212	$38,598
361	06100660000000	Colusa County Office of Education	$541	$0	$0
362	06615980000000	Colusa Unified	$394,981	$272	$271,464
363	34765050108837	Community Collaborative Charter	$312,874	$428	$280,844
364	34765050101766	Community Outreach Academy	$673,160	$447	$556,786
365	30664640123729	Community Roots Academy	$389	$0	$0
366	01100170123968	Community School for Creative Education	$49,859	$261	$48,738
367	19734370000000	Compton Unified	$16,710,565	$744	$13,444,715
368	56737590000000	Conejo Valley Unified	$2,170,471	$108	$1,520,594
369	41690050127282	Connect Community Charter	$46,322	$230	$45,756
370	50755725030317	Connecting Waters Charter	$22,456	$0	$0

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371	01612590114454	Conservatory of Vocal/Instrumental Arts	$53,420	$225	$52,508
372	07100740000000	Contra Costa County Office of Education	$912,191	$1,265	$892,621
373	16638910000000	Corcoran Joint Unified	$1,436,074	$438	$1,118,401
374	04100410114991	CORE Butte Charter	$95,300	$140	$93,390
375	31103140119214	CORE Placer Charter	$32,285	$132	$31,617
376	43694500121483	Cornerstone Academy Preparatory	$117,043	$284	$94,542
377	52714980000000	Corning Union Elementary	$760,020	$372	$612,435
378	52715060000000	Corning Union High	$268,039	$262	$234,854
379	37680310000000	Coronado Unified	$218,022	$69	$156,408
380	33670330000000	Corona-Norco Unified	$9,881,984	$183	$8,206,378
381	49738820000000	Cotati-Rohnert Park Unified	$875,062	$150	$551,525
382	45699550000000	Cottonwood Union Elementary	$220,707	$202	$157,941
383	19644360000000	Covina-Valley Unified	$2,619,722	$201	$2,083,957
384	01100176001788	Cox Academy	$264,170	$442	$229,600
385	38684786112601	Creative Arts Charter	$23,993	$58	$22,944
386	19647330101659	Crenshaw Arts-Technology Charter High	$92,136	$458	$91,036
387	54721400123273	Crescent Valley Public Charter	$1,330	$0	$0
388	10625470120535	Crescent View South Charter	$1,940	$0	$0
389	10101080109991	Crescent View West Charter	$1,225	$0	$0
390	19647330121848	Crown Preparatory Academy	$177,892	$416	$164,691
391	36676940000000	Cucamonga Elementary	$785,727	$315	$641,646
392	12627370000000	Cuddeback Union Elementary	$25,923	$216	$20,710
393	19644440000000	Culver City Unified	$623,718	$93	$391,654
394	43694190000000	Cupertino Union	$1,201,437	$63	$465,984
395	55723550000000	Curtis Creek Elementary	$136,098	$303	$90,241

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396	54718600000000	Cutler-Orosi Joint Unified	$2,807,363	$687	$2,357,060
397	12627450000000	Cutten Elementary	$184,175	$327	$167,357
398	42750100000000	Cuyama Joint Unified	$98,783	$422	$78,017
399	30664800000000	Cypress Elementary	$463,899	$116	$260,679
400	19768690131128	Da Vinci Communications High	$12,913	$96	$12,414
401	19768690119636	Da Vinci Design	$91,104	$177	$88,835
402	19768690119016	Da Vinci Science	$83,564	$157	$81,627
403	37683386039457	Darnall Charter	$256,897	$426	$215,128
404	57726780000000	Davis Joint Unified	$911,358	$106	$610,124
405	14632710000000	Death Valley Unified	$6,408	$188	$2,777
406	37680490000000	Dehesa Elementary	$18,971	$103	$14,715
407	37680560000000	Del Mar Union Elementary	$94,568	$0	$0
408	08100820000000	Del Norte County Office of Education	$175,687	$386	$173,511
409	08618200000000	Del Norte County Unified	$1,482,756	$423	$1,199,776
410	15634120000000	Delano Joint Union High	$2,382,799	$550	$2,101,510
411	15634040000000	Delano Union Elementary	$4,230,248	$556	$3,510,940
412	24753660000000	Delhi Unified	$1,100,190	$413	$922,241
413	47702270000000	Delphic Elementary	$1,096	$0	$0
414	34674130114660	Delta Elementary Charter	$42,704	$110	$41,750
415	50710680000000	Denair Unified	$358,496	$257	$291,681
416	33670410000000	Desert Center Unified	$47,750	$1,910	$42,002
417	19642461996537	Desert Sands Charter	$22,470	$0	$0
418	33670580000000	Desert Sands Unified	$8,668,837	$304	$7,068,469
419	36675876111918	Desert Trails Preparatory Academy	$20,958	$0	$0
420	15634200000000	Di Giorgio Elementary	$91,631	$442	$82,205

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421	37680490119990	Diego Hills Charter	$16,287	$0	$0
422	37679830131144	Diego Springs Academy	$355	$0	$0
423	37681630124271	Diego Valley Charter	$18,315	$0	$0
424	37680236111322	Discovery Charter	$104,044	$117	$64,290
425	39754996118665	Discovery Charter	$526	$0	$0
426	19647330115253	Discovery Charter Preparatory No. 2	$149,262	$478	$146,955
427	21653180000000	Dixie Elementary	$160,626	$81	$99,185
428	48705320000000	Dixon Unified	$541,871	$159	$354,778
429	24753170000000	Dos Palos Oro Loma Joint Unified	$1,402,854	$622	$1,173,289
430	53716960000000	Douglas City Elementary	$29,405	$151	$21,998
431	19644510000000	Downey Unified	$5,424,058	$237	$4,442,811
432	01612590129635	Downtown Charter Academy	$86,772	$349	$84,165
433	43104390123257	Downtown College Prep - Alum Rock	$123,952	$265	$120,998
434	43696664330585	Downtown College Preparatory	$132,802	$328	$130,611
435	43696660129718	Downtown College Preparatory Middle	$827	$0	$0
436	19647336119903	Downtown Value	$197,163	$436	$181,646
437	39686760117853	Dr. Lewis Dolphin Stallworth Sr. Charter	$69,637	$315	$68,617
438	31668030000000	Dry Creek Joint Elementary	$893,721	$132	$702,088
439	19644690000000	Duarte Unified	$1,020,398	$257	$764,636
440	01750930000000	Dublin Unified	$453,127	$54	$290,962
441	54718940000000	Ducor Union Elementary	$133,042	$727	$104,404
442	49706720000000	Dunham Elementary	$10,806	$54	$8,160
443	47702430000000	Dunsmuir Elementary	$111,687	$1,413	$87,489
444	47702500000000	Dunsmuir Joint Union High	$61,393	$1,096	$55,897
445	04614320000000	Durham Unified	$193,000	$201	$132,428

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446	37683380127647	e3 Civic High	$109,066	$403	$107,816
447	54719020000000	Earlimart Elementary	$2,206,780	$1,117	$1,888,428
448	01612590129932	East Bay Innovation Academy	$20,512	$94	$20,000
449	19647330132282	East College Prep	$0	$0	$0
450	51713730000000	East Nicolaus Joint Union High	$15,436	$51	$11,145
451	01612590100123	East Oakland Leadership Academy	$49,049	$380	$48,382
452	41690620126722	East Palo Alto Academy	$124,020	$436	$111,939
453	43694270000000	East Side Union High	$5,625,816	$242	$4,481,339
454	19644850000000	East Whittier City Elementary	$1,301,660	$140	$948,599
455	26736680000000	Eastern Sierra Unified	$166,744	$424	$133,368
456	19644770000000	Eastside Union Elementary	$978,971	$290	$803,006
457	38684786040935	Edison Charter Academy	$225,186	$337	$200,400
458	15634380000000	Edison Elementary	$345,641	$313	$278,871
459	10101086085112	Edison-Bethune Charter Academy	$243,105	$468	$225,873
460	30666700101626	Edward B. Cole Academy	$175,546	$437	$155,480
461	23656072330272	Eel River Charter	$25,656	$407	$25,312
462	37683386120935	Einstein Academy	$53,941	$85	$39,860
463	37679910108563	EJE Elementary Academy Charter	$197,765	$428	$157,721
464	37679910119255	EJE Middle Academy	$62,530	$367	$61,351
465	19647331932623	El Camino Real Charter High	$265,486	$68	$247,516
466	13631230000000	El Centro Elementary	$2,622,090	$519	$2,031,208
467	09100900000000	El Dorado County Office of Education	$954,431	$997	$895,909
468	09618530000000	El Dorado Union High	$551,612	$81	$426,624
469	19645010000000	El Monte City	$4,442,701	$478	$3,335,349
470	19645190000000	El Monte Union High	$3,776,309	$404	$3,091,691

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
471	24656800000000	El Nido Elementary	$59,073	$343	$44,154
472	19645270000000	El Rancho Unified	$2,845,197	$304	$2,212,380
473	19645350000000	El Segundo Unified	$181,017	$56	$111,901
474	30666706119127	El Sol Santa Ana Science and Arts Academy	$265,115	$302	$221,062
475	15751680000000	El Tejon Unified	$296,368	$381	$260,998
476	37683380129395	Elevate Elementary	$716	$0	$0
477	34673140000000	Elk Grove Unified	$17,259,179	$278	$14,880,418
478	15634460000000	Elk Hills Elementary	$3,457	$0	$0
479	52715140000000	Elkins Elementary	$2,230	$0	$0
480	34673220000000	Elverta Joint Elementary	$73,820	$226	$65,638
481	01611680000000	Emery Unified	$129,127	$185	$98,640
482	36677360128439	Empire Springs Charter	$14,346	$18	$12,900
483	50710760000000	Empire Union Elementary	$1,012,214	$341	$751,721
484	37683380129387	Empower Charter	$24,655	$362	$24,161
485	37680800000000	Encinitas Union Elementary	$792,806	$146	$573,666
486	36750440116707	Encore Jr./Sr. High School for the Performing and Visual Arts	$317,132	$282	$310,198
487	19647330120014	Endeavor College Preparatory Charter	$268,793	$450	$239,707
488	45699710000000	Enterprise Elementary	$1,238,051	$342	$978,141
489	19646911996438	Environmental Charter High	$166,744	$318	$163,302
490	19101990121772	Environmental Charter Middle	$133,123	$389	$131,062
491	19101990127498	Environmental Charter Middle - Inglewood	$99,833	$528	$97,718
492	01612590129403	Epic Charter	$72,313	$440	$71,006
493	37683380126151	Epiphany Prep Charter	$94,664	$417	$79,992
494	19647330119982	Equitas Academy Charter	$204,252	$454	$174,391

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
495	19647330126169	Equitas Academy Charter #2	$101,650	$508	$100,861
496	19647330129650	Equitas Academy Charter #3	$0	$0	$0
497	39685020000000	Escalon Unified	$517,429	$181	$373,016
498	37680980000000	Escondido Union	$5,806,434	$332	$4,307,964
499	37681060000000	Escondido Union High	$2,320,626	$300	$1,954,889
500	43694274330726	Escuela Popular Accelerated Family Learning	$142,955	$376	$113,140
501	57726860000000	Esparto Unified	$238,460	$248	$165,108
502	36677020000000	Etiwanda Elementary	$1,116,250	$81	$868,151
503	12755150000000	Eureka City Schools	$1,463,705	$398	$1,143,894
504	31668290000000	Eureka Union	$254,575	$76	$179,033
505	37683380121145	Evangeline Roberts Institute of Learning	$52,726	$310	$51,743
506	41690620119503	Everest Public High	$63,320	$154	$62,068
507	19647330129858	Everest Value	$1,284	$0	$0
508	43694350000000	Evergreen Elementary	$1,871,786	$145	$1,262,274
509	52715220000000	Evergreen Union	$226,122	$220	$187,351
510	36678760121343	Excel Prep Charter	$29,751	$181	$29,275
511	33671570125666	Excel Prep Charter - IE	$181,118	$238	$178,313
512	36679343630761	Excelsior Charter	$308,500	$153	$299,181
513	19647330127852	Executive Preparatory Academy of Finance	$110,558	$650	$109,438
514	54768360000000	Exeter Unified	$1,206,544	$399	$1,016,352
515	37683386117683	Explorer Elementary	$30,422	$86	$28,287
516	19647330124198	Extera Public	$190,073	$403	$154,770
517	19647330128132	Extera Public School No. 2	$153,297	$866	$151,843
518	20652430107938	Ezequiel Tafoya Alvarado Academy	$179,431	$458	$153,500

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
519	15634610000000	Fairfax Elementary	$901,937	$373	$723,022
520	48705400000000	Fairfield-Suisun Unified	$4,766,459	$228	$3,747,387
521	45699890000000	Fall River Joint Unified	$254,771	$217	$200,323
522	37681140000000	Fallbrook Union Elementary	$1,587,477	$310	$1,212,536
523	37681220000000	Fallbrook Union High	$682,981	$259	$565,749
524	37680236037956	Feaster (Mae L.) Charter	$445,576	$385	$382,074
525	04614400000000	Feather Falls Union Elementary	$20,714	$1,883	$18,247
526	19647336017016	Fenton Avenue Charter	$580,458	$863	$485,266
527	19647330115048	Fenton Primary Center	$305,953	$382	$260,996
528	12753740000000	Ferndale Unified	$70,045	$140	$55,517
529	12627940000000	Fieldbrook Elementary	$23,436	$148	$17,060
530	56724540000000	Fillmore Unified	$1,051,657	$278	$768,504
531	10738090000000	Firebaugh-Las Deltas Unified	$1,220,323	$531	$992,733
532	52715300000000	Flournoy Union Elementary	$7,385	$238	$2,613
533	34673300000000	Folsom-Cordova Unified	$3,682,114	$188	$2,946,976
534	36677100000000	Fontana Unified	$14,510,867	$367	$11,876,595
535	31668370000000	Foresthill Union Elementary	$174,427	$449	$144,502
536	49706800000000	Forestville Union Elementary	$98,041	$275	$70,172
537	47702920000000	Forks of Salmon Elementary	$3,400	$0	$0
538	23655650000000	Fort Bragg Unified	$520,205	$294	$406,132
539	49706980000000	Fort Ross Elementary	$3,281	$109	$1,740
540	18750360000000	Fort Sage Unified	$56,396	$177	$48,246
541	12768020000000	Fortuna Elementary	$508,781	$430	$433,023
542	12628100000000	Fortuna Union High	$231,330	$217	$161,423
543	34103480124651	Fortune	$344,695	$383	$341,061

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
544	30664980000000	Fountain Valley Elementary	$550,421	$87	$340,791
545	10621580000000	Fowler Unified	$903,891	$364	$768,551
546	51713810000000	Franklin Elementary	$62,058	$131	$43,722
547	43694500000000	Franklin-McKinley Elementary	$3,449,097	$385	$2,433,595
548	01611760000000	Fremont Unified	$4,270,813	$123	$2,928,898
549	43694680000000	Fremont Union High	$250,577	$0	$0
550	45699970000000	French Gulch-Whiskeytown Elementary	$14,179	$0	$10,818
551	12628280000000	Freshwater Elementary	$80,192	$240	$70,118
552	10101080000000	Fresno County Office of Education	$1,395,893	$2,483	$1,360,649
553	10621660000000	Fresno Unified	$48,370,958	$683	$41,444,630
554	15634790000000	Fruitvale Elementary	$474,083	$145	$406,861
555	12626790109975	Fuente Nueva Charter	$13,491	$117	$13,120
556	30665060000000	Fullerton Elementary	$3,118,178	$228	$2,263,110
557	30665140000000	Fullerton Joint Union High	$2,684,755	$186	$2,175,460
558	50757390131185	Fusion Charter	$47,226	$255	$46,542
559	34765050101832	Futures High	$149,785	$354	$126,420
560	19647330108886	Gabriella Charter	$176,855	$406	$160,987
561	34673480000000	Galt Joint Union Elementary	$985,864	$262	$808,920
562	34673550000000	Galt Joint Union High	$460,912	$204	$398,707
563	30665220000000	Garden Grove Unified	$16,626,209	$360	$12,705,079
564	12628360000000	Garfield Elementary	$3,592	$63	$1,125
565	19645500000000	Garvey Elementary	$3,093,210	$595	$2,311,322
566	38684783830437	Gateway High	$64,490	$131	$63,149
567	34674470128124	Gateway International	$167,659	$375	$136,980
568	38684780123265	Gateway Middle	$39,320	$126	$38,389

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
569	45752670000000	Gateway Unified	$1,780,469	$702	$1,553,755
570	47703180000000	Gazelle Union Elementary	$11,413	$317	$9,037
571	15634870000000	General Shafter Elementary	$78,812	$521	$71,831
572	52715480000000	Gerber Union Elementary	$206,432	$510	$160,957
573	49707060000000	Geyserville Unified	$36,481	$144	$22,889
574	19647330112334	Gifted Academy of Mathematics and Entrepreneurial Studies	$83,248	$475	$82,685
575	43694840123760	Gilroy Prep School (Navigators School)	$86,202	$238	$68,698
576	43694840000000	Gilroy Unified	$2,384,103	$207	$1,720,323
577	19645680000000	Glendale Unified	$7,993,066	$308	$5,748,439
578	19645760000000	Glendora Unified	$656,461	$85	$438,704
579	11101160000000	Glenn County Office of Education	$139,898	$396	$124,667
580	19647330114967	Global Education Academy	$112,735	$473	$92,580
581	19647330129833	Global Education Academy 2	$43,020	$1,075	$42,462
582	19647330128116	Global Education Academy Middle	$63,039	$460	$62,377
583	19647330117978	Goethe International Charter	$2,832	$0	$0
584	09618790000000	Gold Oak Union Elementary	$73,528	$158	$47,246
585	55724130112276	Gold Rush Charter	$1,680	$0	$0
586	09618870000000	Gold Trail Union Elementary	$63,506	$117	$52,606
587	47104700117168	Golden Eagle Charter	$89,091	$248	$87,007
588	04614570000000	Golden Feather Union Elementary	$89,088	$774	$69,551
589	10752340000000	Golden Plains Unified	$1,507,125	$823	$1,254,745
590	20755800000000	Golden Valley Unified	$219,919	$114	$179,296
591	42691950000000	Goleta Union Elementary	$560,055	$152	$315,994
592	37683380119610	Gompers Preparatory Academy	$420,003	$399	$375,718
593	27754730000000	Gonzales Unified	$879,634	$355	$666,150

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594	19645840000000	Gorman Elementary	$2,134	$20	$0
595	19645841996305	Gorman Learning Center	$209,036	$98	$199,093
596	19647331933746	Granada Hills Charter High	$761,022	$177	$724,080
597	45700030000000	Grant Elementary	$64,300	$98	$54,921
598	29663320000000	Grass Valley Elementary	$568,385	$331	$457,864
599	50710840000000	Gratton Elementary	$22,303	$162	$16,703
600	49707140000000	Gravenstein Union Elementary	$42,592	$60	$35,605
601	27660270000000	Graves Elementary	$972	$0	$0
602	12628510000000	Green Point Elementary	$1,913	$0	$0
603	24657550125575	Green Valley Charter	$52,240	$343	$51,817
604	15635030000000	Greenfield Union	$3,573,011	$382	$2,975,952
605	27660350000000	Greenfield Union Elementary	$1,313,805	$381	$1,006,308
606	47703260000000	Grenada Elementary	$46,312	$243	$42,118
607	04755070000000	Gridley Unified	$665,729	$328	$503,217
608	15101570124040	Grimmway Academy	$220,150	$391	$190,424
609	37681300000000	Grossmont Union High	$4,668,259	$266	$3,888,013
610	42692030000000	Guadalupe Union Elementary	$386,073	$301	$244,196
611	37684523730942	Guajome Park Academy Charter	$16,002	$0	$0
612	49707220000000	Guerneville Elementary	$104,650	$384	$75,127
613	24736190000000	Gustine Unified	$790,715	$424	$667,839
614	19734450000000	Hacienda la Puente Unified	$5,657,088	$282	$4,531,424
615	11765620000000	Hamilton Unified	$302,083	$420	$244,969
616	16639170000000	Hanford Elementary	$2,508,399	$422	$2,080,657
617	16639250000000	Hanford Joint Union High	$934,897	$243	$789,417
618	47703340000000	Happy Camp Union Elementary	$67,293	$570	$53,503

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619	44697570000000	Happy Valley Elementary	$13,702	$0	$0
620	45700110000000	Happy Valley Union Elementary	$266,179	$495	$228,032
621	37681630128421	Harbor Springs Charter	$12,341	$23	$11,798
622	36678760122317	Hardy Brown College Prep	$1,985	$0	$0
623	49707300000000	Harmony Union Elementary	$64,070	$287	$47,525
624	37683386040018	Harriet Tubman Village Charter	$157,046	$392	$126,909
625	50710920000000	Hart-Ransom Union Elementary	$139,049	$127	$119,676
626	19645920000000	Hawthorne	$3,392,055	$379	$2,681,729
627	01611920000000	Hayward Unified	$6,702,305	$321	$5,211,437
628	37683380114462	Health Sciences High	$137,310	$241	$134,382
629	37683380128066	Health Sciences Middle	$555	$0	$0
630	13631310000000	Heber Elementary	$362,392	$300	$254,463
631	36677360000000	Helendale Elementary	$68,881	$74	$49,592
632	37681303732732	Helix High	$506,188	$206	$435,358
633	33670820000000	Hemet Unified	$7,548,917	$350	$6,592,652
634	34765050108415	Heritage Peak Charter	$217,437	$196	$213,191
635	36750440000000	Hesperia Unified	$7,082,927	$332	$6,106,241
636	50711000000000	Hickman Community Charter	$77,878	$71	$61,387
637	37683383731247	High Tech High	$59,049	$100	$52,717
638	37683380106732	High Tech High International	$51,213	$128	$49,952
639	37683380108787	High Tech High Media Arts	$56,253	$140	$55,101
640	19647330100677	High Tech LA	$58,272	$168	$56,664
641	37683380101204	High Tech Middle	$47,747	$148	$46,678
642	37683380107573	High Tech Middle Media Arts	$48,739	$154	$47,661
643	34765050113878	Higher Learning Academy	$91,198	$370	$89,945

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644	41689080000000	Hillsborough City Elementary	$23,690	$0	$0
645	24656980000000	Hilmar Unified	$648,271	$287	$503,437
646	35674700000000	Hollister	$1,311,113	$241	$890,962
647	35674700127688	Hollister Prep	$115,222	$476	$99,335
648	37683386117279	Holly Drive Leadership Academy	$74,963	$543	$71,216
649	13631490000000	Holtville Unified	$578,321	$373	$413,564
650	36677770124214	Hope Academy Charter	$2,552	$0	$0
651	42692110000000	Hope Elementary	$129,107	$104	$82,654
652	54719440000000	Hope Elementary	$34,206	$162	$30,005
653	49707630000000	Horicon Elementary	$3,651	$61	$2,023
654	31669513130168	Horizon Charter	$310,062	$0	$280,494
655	47703590000000	Hornbrook Elementary	$25,047	$569	$21,879
656	54719510000000	Hot Springs Elementary	$15,934	$1,138	$13,487
657	37680230124321	Howard Gardner Community Charter	$49,991	$249	$49,199
658	28662580000000	Howell Mountain Elementary	$35,614	$370	$25,982
659	56724620000000	Hueneme Elementary	$2,328,425	$277	$1,584,310
660	19646260000000	Hughes-Elizabeth Lakes Union Elementary	$67,873	$290	$51,145
661	50755490000000	Hughson Unified	$617,228	$288	$488,341
662	12101240000000	Humboldt County Office of Education	$213,122	$687	$210,322
663	10101080111682	Hume Lake Charter	$13,106	$187	$12,863
664	39686270126755	Humphreys College Academy of Business, Law and Education	$943	$0	$0
665	30665300000000	Huntington Beach City Elementary	$620,277	$90	$432,032
666	30665480000000	Huntington Beach Union High	$2,213,171	$135	$1,703,128
667	12628850000000	Hydesville Elementary	$25,338	$136	$21,856

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668	19646340120303	ICEF Inglewood Elementary Charter Academy	$90,534	$250	$89,358
669	19646340120311	ICEF Inglewood Middle Charter Academy	$52,356	$246	$51,961
670	19647330117952	ICEF Innovation Los Angeles Charter	$83,640	$325	$82,651
671	19647330117937	ICEF Vista Elementary Academy	$125,012	$390	$100,530
672	19647330115287	ICEF Vista Middle Academy	$60,861	$285	$60,165
673	37683380108548	Iftin Charter	$251,243	$527	$201,894
674	45700290000000	Igo, Ono, Platina Union Elementary	$35,636	$625	$25,153
675	13631230121855	Imagine Schools at Imperial Valley	$317,216	$378	$257,288
676	33103300125385	Imagine Schools, Riverside County	$115,621	$608	$91,092
677	13101320000000	Imperial County Office of Education	$391,515	$747	$359,405
678	13631640000000	Imperial Unified	$708,409	$181	$546,986
679	09618950000000	Indian Diggings Elementary	$706	$0	$0
680	45700370000000	Indian Springs Elementary	$3,790	$236	$1,512
681	19766790121137	Ingenium Charter	$131,725	$285	$128,555
682	19647330127985	Ingenium Charter Middle	$33,002	$224	$32,177
683	19646340000000	Inglewood Unified	$6,961,643	$597	$5,598,120
684	37683380118083	Innovations Academy	$42,252	$120	$41,519
685	37682210101360	Integrity Charter	$110,592	$371	$93,016
686	27660926118962	International School of Monterey	$1,113	$0	$0
687	30736500000000	Irvine Unified	$3,127,452	$101	$1,994,479
688	16639330000000	Island Union Elementary	$128,284	$343	$92,328
689	19647330106351	Ivy Academia	$98,317	$86	$95,792
690	19647330128389	Ivy Bound Academy Math, Science, and Technology Charter Middle #2	$555	$0	$0
691	19647330115113	Ivy Bound Academy of Math, Science,	$959	$0	$0

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		and Technology Charter Middle			
692	12628930000000	Jacoby Creek Elementary	$28,313	$65	$18,734
693	19647330109884	James Jordan Middle	$123,367	$339	$121,166
694	55723630000000	Jamestown Elementary	$204,265	$628	$187,654
695	37681550000000	Jamul-Dulzura Union Elementary	$192,713	$336	$161,007
696	18641050000000	Janesville Union Elementary	$88,302	$269	$75,930
697	19101990106880	Jardin de la Infancia	$17,959	$460	$17,752
698	35674880000000	Jefferson Elementary	$473	$0	$0
699	39685440000000	Jefferson Elementary	$318,032	$131	$250,507
700	41689160000000	Jefferson Elementary	$1,202,943	$190	$693,231
701	41689240000000	Jefferson Union High	$518,339	$110	$361,772
702	31668450121418	John Adams Academy	$1,338	$0	$0
703	07616970000000	John Swett Unified	$503,601	$296	$408,265
704	18641130000000	Johnstonville Elementary	$44,979	$198	$33,834
705	30664646117758	Journey	$20,534	$51	$18,981
706	37681630000000	Julian Union Elementary	$74,048	$223	$51,098
707	37681710000000	Julian Union High	$7,439	$47	$0
708	53717380000000	Junction City Elementary	$14,868	$167	$10,487
709	45700450000000	Junction Elementary	$54,698	$222	$44,097
710	47703670000000	Junction Elementary	$1,756	$0	$0
711	33670900000000	Jurupa Unified	$6,705,888	$345	$5,365,548
712	49708880000000	Kashia Elementary	$574	$0	$0
713	37683380126730	Kavod Elementary Charter	$136	$0	$0
714	37683386039812	Keiller Leadership Academy	$200,381	$382	$173,046
715	17640140000000	Kelseyville Unified	$601,835	$358	$483,456

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716	21653340000000	Kentfield Elementary	$59,141	$48	$43,871
717	49707890000000	Kenwood	$3,675	$0	$0
718	10621660127514	Kepler Neighborhood	$92,639	$384	$91,464
719	19646420000000	Keppel Union Elementary	$874,123	$329	$671,290
720	10739990000000	Kerman Unified	$1,911,669	$387	$1,581,100
721	15101570000000	Kern County Office of Education	$2,320,359	$729	$2,264,215
722	15635290000000	Kern High	$13,374,542	$360	$12,015,382
723	15635450000000	Kernville Union Elementary	$477,157	$568	$409,717
724	50711340000000	Keyes Union	$324,862	$299	$250,293
725	49709126116958	Kid Street Learning Center Charter	$25,587	$341	$24,933
726	27660500000000	King City Union	$822,505	$313	$601,168
727	37683386119598	King-Chavez Academy of Excellence	$162,280	$487	$139,211
728	37683380109033	King-Chavez Arts Academy	$89,139	$484	$76,177
729	37683380109041	King-Chavez Athletics Academy	$88,990	$478	$75,654
730	37683380118851	King-Chavez Community High	$228,098	$380	$200,416
731	37683380111906	King-Chavez Preparatory Academy	$169,567	$471	$152,210
732	37683386040190	King-Chavez Primary Academy	$178,428	$457	$150,196
733	10622650000000	Kings Canyon Joint Unified	$5,226,036	$534	$4,435,869
734	16101650000000	Kings County Office of Education	$198,993	$0	$196,096
735	54719690000000	Kings River Union Elementary	$473,701	$1,025	$381,882
736	16639410000000	Kings River-Hardwick Union Elementary	$74,356	$95	$62,978
737	10622400000000	Kingsburg Elementary Charter	$528,605	$226	$409,653
738	10622570000000	Kingsburg Joint Union High	$543,880	$445	$507,543
739	19647330128512	KIPP Academy of Innovation	$31,853	$303	$31,339
740	19647330101444	KIPP Academy of Opportunity	$126,632	$316	$124,691

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
741	37683380101345	KIPP Adelante Preparatory Academy	$171,958	$491	$151,878
742	38684780101337	KIPP Bayview Academy	$101,244	$357	$99,613
743	01612590115014	KIPP Bridge Charter	$83,402	$241	$82,040
744	19647330121707	KIPP Comienza Community Prep	$191,482	$362	$162,991
745	19647330121699	KIPP Empower Academy	$163,679	$287	$161,373
746	41690050132068	KIPP Excelencia Community Preparatory	$0	$0	$0
747	43693690106633	KIPP Heartwood Academy	$138,694	$335	$136,531
748	43694500129205	KIPP Heritage Academy	$34,354	$327	$33,575
749	19647330127670	KIPP Iluminar Academy	$136,386	$401	$96,817
750	01613090114421	KIPP King Collegiate High	$129,031	$243	$126,725
751	19647330100867	KIPP Los Angeles College Preparatory	$191,128	$386	$188,461
752	19647330125609	KIPP Philosophers Academy	$109,160	$428	$108,154
753	43693690129924	Kipp Prize Preparatory Academy	$34,358	$324	$33,579
754	19647330117903	KIPP Raices Academy	$228,971	$427	$199,890
755	38684780101352	KIPP San Francisco Bay Academy	$120,066	$330	$117,982
756	38684780127530	KIPP San Francisco College Preparatory	$102,479	$408	$101,247
757	43694270116889	KIPP San Jose Collegiate	$125,016	$263	$122,841
758	19647330125625	KIPP Scholar Academy	$106,494	$346	$105,225
759	19647330125641	KIPP Sol Academy	$84,394	$327	$83,540
760	01613090101212	KIPP Summit Academy	$169,072	$415	$109,898
761	19647330129460	KIPP Vida Preparatory Academy	$55,360	$247	$54,462
762	52715550000000	Kirkwood Elementary	$11,277	$125	$9,725
763	16639580000000	Kit Carson Union Elementary	$97,528	$237	$80,476
764	47703750000000	Klamath River Union Elementary	$15,554	$1,728	$13,190
765	12629010000000	Klamath-Trinity Joint Unified	$517,625	$496	$425,494

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
766	12629190000000	Kneeland Elementary	$4,148	$148	$1,034
767	50711420000000	Knights Ferry Elementary	$4,709	$0	$0
768	07617050000000	Knightsen Elementary	$59,800	$112	$52,014
769	01611920127696	Knowledge Enlightens You (KEY) Academy	$82,242	$312	$81,558
770	17640220000000	Konocti Unified	$1,650,038	$527	$1,392,899
771	19646590000000	La Canada Unified	$103,101	$0	$0
772	30665630000000	La Habra City Elementary	$1,593,522	$310	$1,176,323
773	41689400000000	La Honda-Pescadero Unified	$48,573	$131	$20,982
774	37681970000000	La Mesa-Spring Valley	$3,097,762	$255	$2,371,951
775	07617130000000	Lafayette Elementary	$142,873	$40	$57,133
776	30665550000000	Laguna Beach Unified	$298,531	$99	$216,173
777	21653420000000	Laguna Joint Elementary	$1,019	$0	$0
778	27660760000000	Lagunita Elementary	$5,207	$0	$0
779	21653590000000	Lagunitas Elementary	$5,282	$21	$0
780	17640550108340	Lake County International Charter	$18,233	$246	$17,939
781	17101730000000	Lake County Office of Education	$74,938	$1,972	$74,307
782	11625960000000	Lake Elementary	$30,761	$177	$26,456
783	33751760000000	Lake Elsinore Unified	$5,592,238	$255	$4,819,419
784	09619030000000	Lake Tahoe Unified	$1,026,980	$264	$731,397
785	17640300000000	Lakeport Unified	$518,897	$336	$430,421
786	43694920000000	Lakeside Joint	$33,467	$363	$25,914
787	15635520000000	Lakeside Union	$39,680	$0	$0
788	16639660000000	Lakeside Union Elementary	$289,540	$910	$227,088
789	37681890000000	Lakeside Union Elementary	$744,857	$147	$557,948
790	39767600000000	Lammersville Joint Unified	$205,055	$59	$165,465

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
791	15635600000000	Lamont Elementary	$1,817,781	$614	$1,497,137
792	19646670000000	Lancaster Elementary	$4,944,926	$349	$4,156,259
793	19647330108928	Larchmont Charter	$129,493	$93	$126,373
794	21653670000000	Larkspur-Corte Madera	$76,321	$52	$58,862
795	41689570000000	Las Lomitas Elementary	$58,506	$42	$21,134
796	19646830000000	Las Virgenes Unified	$945,772	$84	$689,541
797	18101810000000	Lassen County Office of Education	$80,760	$2,523	$65,393
798	18641390000000	Lassen Union High	$211,795	$225	$182,825
799	52715630000000	Lassen View Union Elementary	$116,737	$380	$94,403
800	43694274330668	Latino College Preparatory Academy	$184,206	$451	$157,278
801	10622810000000	Laton Joint Unified	$295,000	$413	$203,138
802	09619110000000	Latrobe	$22,252	$180	$18,438
803	37683380128744	Laurel Preparatory Academy	$26,486	$187	$26,004
804	12626870124263	Laurel Tree Charter	$16,446	$139	$16,111
805	36750440118059	LaVerne Elementary Preparatory Academy	$1,606	$0	$0
806	19646910000000	Lawndale Elementary	$1,968,032	$340	$1,519,571
807	23739160000000	Laytonville Unified	$147,749	$367	$121,708
808	01100176002000	Lazear Charter Academy	$211,068	$482	$184,169
809	24657220000000	Le Grand Union Elementary	$152,281	$366	$118,357
810	24657300000000	Le Grand Union High	$264,846	$493	$226,509
811	38684783830411	Leadership High	$78,610	$297	$72,308
812	01611920108670	Leadership Public Schools - Hayward	$108,658	$214	$106,614
813	43104390102905	Leadership Public Schools - San Jose	$99,264	$435	$97,418
814	07617960101477	Leadership Public Schools: Richmond	$226,283	$471	$188,688
815	37683380106799	Learning Choice Academy	$148,461	$154	$145,507

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
816	01612590115592	Learning Without Limits	$176,239	$428	$153,277
817	19648810118075	Learning Works	$88,802	$282	$87,681
818	23752180000000	Leggett Valley Unified	$67,557	$1,571	$57,594
819	37682050000000	Lemon Grove	$1,306,343	$330	$1,020,813
820	16639740000000	Lemoore Union Elementary	$915,353	$283	$700,527
821	16639820000000	Lemoore Union High	$408,252	$200	$332,131
822	19647090000000	Lennox	$2,940,846	$572	$2,303,814
823	37680230119594	Leonardo da Vinci Health Sciences Charter	$64,538	$221	$51,230
824	53717460000000	Lewiston Elementary	$70,885	$1,389	$62,749
825	49707970000000	Liberty Elementary	$15,975	$86	$12,080
826	54719850000000	Liberty Elementary	$64,873	$156	$58,439
827	07617210000000	Liberty Union High	$535,745	$68	$413,272
828	19646670123174	Life Source International Charter	$108,602	$278	$107,025
829	19764970115725	Lifeline Education Charter	$222,715	$494	$207,282
830	01612590130633	Lighthouse Community Charter	$195,585	$400	$169,439
831	01612590108944	Lighthouse Community Charter High	$78,246	$298	$77,030
832	21653750000000	Lincoln Elementary	$606	$0	$0
833	39685690000000	Lincoln Unified	$1,845,168	$200	$1,376,993
834	39685770000000	Linden Unified	$605,363	$265	$481,166
835	54719930000000	Lindsay Unified	$2,940,716	$706	$2,534,807
836	15635860000000	Linns Valley-Poso Flat Union	$50,578	$1,532	$48,682
837	19647170000000	Little Lake City Elementary	$764,139	$158	$535,568
838	47703830000000	Little Shasta Elementary	$10,909	$779	$8,745
839	44697650000000	Live Oak Elementary	$434,583	$206	$285,437
840	51713990000000	Live Oak Unified	$726,044	$413	$585,113

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841	01612000107839	Livermore Valley Charter	$1,000	$0	$0
842	01766530120931	Livermore Valley Charter Preparatory High	$547	$0	$0
843	01612000000000	Livermore Valley Joint Unified	$1,552,712	$124	$1,105,876
844	24657480000000	Livingston Union	$1,174,000	$451	$912,268
845	12629270000000	Loleta Union Elementary	$37,380	$292	$29,081
846	43695000000000	Loma Prieta Joint Union Elementary	$39,623	$79	$24,858
847	42692290000000	Lompoc Unified	$2,952,518	$305	$2,203,393
848	14632890000000	Lone Pine Unified	$97,754	$247	$72,887
849	19647250000000	Long Beach Unified	$32,995,679	$411	$26,756,015
850	18641626010763	Long Valley Charter	$100,457	$272	$98,820
851	31668450000000	Loomis Union Elementary	$214,562	$77	$165,279
852	30739240000000	Los Alamitos Unified	$462,780	$47	$311,249
853	43695180000000	Los Altos Elementary	$134,732	$0	$0
854	19647330110304	Los Angeles Academy of Arts & Enterprise Charter	$153,279	$441	$139,414
855	19101990000000	Los Angeles County Office of Education	$12,632,882	$1,976	$12,294,448
856	19101990109942	Los Angeles International Charter High	$78,616	$313	$77,194
857	19647331996610	Los Angeles Leadership Academy	$196,627	$366	$193,526
858	19647330124818	Los Angeles Leadership Primary Academy	$131,977	$1,055	$112,702
859	19647330000000	Los Angeles Unified	$356,232,047	$663	$298,696,983
860	24657550000000	Los Banos Unified	$3,291,686	$325	$2,745,107
861	19647330112235	Los Feliz Charter School for the Arts	$39,756	$79	$38,574
862	43695260000000	Los Gatos Union Elementary	$57,993	$0	$0
863	43695340000000	Los Gatos-Saratoga Joint Union High	$169,708	$51	$127,161

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864	52715710000000	Los Molinos Unified	$229,225	$404	$195,963
865	19647580000000	Los Nietos	$572,539	$324	$414,624
866	42692450000000	Los Olivos Elementary	$19,090	$99	$10,540
867	15635940000000	Lost Hills Union Elementary	$281,914	$511	$215,276
868	19647330117945	Lou Dantzler Preparatory Charter Elementary	$100,508	$324	$99,589
869	19647330112227	Lou Dantzler Preparatory Charter Middle	$77,279	$292	$76,319
870	19647660000000	Lowell Joint	$442,427	$138	$327,438
871	01612590126748	LPS Oakland R & D Campus	$119,784	$411	$118,191
872	17640480000000	Lucerne Elementary	$169,808	$645	$150,083
873	36750510000000	Lucerne Valley Unified	$346,808	$494	$274,995
874	40687590000000	Lucia Mar Unified	$1,833,433	$173	$1,247,453
875	43694270130856	Luis Valdez Leadership Academy	$31,202	$318	$30,761
876	43695420000000	Luther Burbank	$142,924	$257	$84,008
877	19647740000000	Lynwood Unified	$6,184,786	$413	$4,713,468
878	37684113731304	MAAC Community Charter	$77,435	$245	$51,104
879	20102070000000	Madera County Office of Education	$603,702	$598	$565,006
880	20652430000000	Madera Unified	$8,771,565	$443	$7,221,937
881	30665890000000	Magnolia Elementary	$2,191,020	$341	$1,590,315
882	19647336119945	Magnolia Science Academy	$258,550	$487	$202,310
883	19647330115212	Magnolia Science Academy 2	$133,139	$290	$128,122
884	19647330115030	Magnolia Science Academy 3	$159,363	$352	$156,345
885	19647330117622	Magnolia Science Academy 4	$59,759	$255	$58,453
886	19647330117630	Magnolia Science Academy 5	$86,631	$817	$85,100
887	19647330117648	Magnolia Science Academy 6	$37,967	$237	$36,800
888	19647330117655	Magnolia Science Academy 7	$79,864	$270	$77,268

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
889	19647330122747	Magnolia Science Academy Bell	$201,648	$412	$198,580
890	37683380109157	Magnolia Science Academy San Diego	$25,701	$69	$24,538
891	30768930130765	Magnolia Science Academy Santa Ana	$35,941	$219	$35,294
892	43104390120261	Magnolia Science Academy Santa Clara	$32,124	$66	$29,759
893	13631720000000	Magnolia Union Elementary	$3,578	$0	$0
894	07100740114470	Making Waves Academy	$249,113	$327	$232,503
895	26736920000000	Mammoth Unified	$190,141	$159	$128,406
896	23655730000000	Manchester Union Elementary	$5,537	$0	$0
897	19753330000000	Manhattan Beach Unified	$298,378	$44	$215,537
898	39685930000000	Manteca Unified	$4,979,175	$215	$3,986,932
899	04614990000000	Manzanita Elementary	$63,473	$223	$53,488
900	07617966118368	Manzanita Middle	$49,628	$322	$48,873
901	42692290116921	Manzanita Public Charter	$108,326	$259	$104,845
902	12629350000000	Maple Creek Elementary	$483	$0	$0
903	15636100000000	Maple Elementary	$7,549	$0	$0
904	51714070000000	Marcum-Illinois Union Elementary	$26,514	$157	$17,439
905	48705816116255	Mare Island Technology Academy	$109,990	$252	$107,866
906	31750850117879	Maria Montessori Charter Academy	$21,243	$82	$20,573
907	15636280000000	Maricopa Unified	$129,169	$390	$117,803
908	21102150000000	Marin County Office of Education	$304,469	$1,140	$240,686
909	22102230000000	Mariposa County Office of Education	$47,030	$758	$46,562
910	22655320000000	Mariposa County Unified	$594,893	$357	$447,758
911	05615720000000	Mark Twain Union Elementary	$174,682	$214	$145,134
912	49708050000000	Mark West Union Elementary	$335,510	$232	$286,209
913	49708626051932	Mary Collins Charter School at Cherry Valley	$19,387	$43	$18,644

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914	58727360000000	Marysville Joint Unified	$4,183,765	$440	$3,286,019
915	19647330126136	Math and Science College Preparatory	$142,897	$637	$142,236
916	12753820000000	Mattole Unified	$14,036	$17	$2,172
917	06616060000000	Maxwell Unified	$157,189	$469	$66,089
918	13631800000000	McCabe Union Elementary	$143,046	$105	$114,236
919	47704090000000	McCloud Union Elementary	$54,700	$828	$41,245
920	15739080000000	McFarland Unified	$1,612,892	$464	$1,302,184
921	37683386113211	McGill School of Success	$66,574	$429	$65,541
922	12629500000000	McKinleyville Union Elementary	$339,662	$296	$264,131
923	15636510000000	McKittrick Elementary	$2,974	$0	$0
924	24657630000000	McSwain Union Elementary	$134,851	$155	$107,633
925	13631980000000	Meadows Union Elementary	$168,511	$354	$121,957
926	23102310000000	Mendocino County Office of Education	$341,017	$3,552	$338,020
927	23655810000000	Mendocino Unified	$106,498	$193	$61,786
928	10751270000000	Mendota Unified	$2,274,118	$722	$1,883,709
929	33671160000000	Menifee Union Elementary	$1,186,885	$128	$975,060
930	41689650000000	Menlo Park City Elementary	$122,381	$42	$55,637
931	24657710000000	Merced City Elementary	$6,069,440	$571	$4,853,203
932	24102490000000	Merced County Office of Education	$786,982	$613	$749,153
933	24737260000000	Merced River Union Elementary	$40,741	$271	$34,198
934	24657890000000	Merced Union High	$3,712,324	$369	$3,239,786
935	51714150000000	Meridian Elementary	$7,474	$98	$2,379
936	56724700000000	Mesa Union Elementary	$86,135	$137	$66,825
937	19647330127977	Metro Charter	$30,854	$212	$30,365
938	17640550000000	Middletown Unified	$383,737	$254	$326,731

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939	15636690000000	Midway Elementary	$22,517	$204	$18,582
940	21653910000000	Mill Valley Elementary	$190,058	$58	$138,458
941	41689730000000	Millbrae Elementary	$262,221	$106	$142,420
942	39754990102392	Millennium Charter	$1,233	$0	$0
943	45700520000000	Millville Elementary	$32,263	$121	$22,414
944	43733870000000	Milpitas Unified	$1,295,216	$125	$809,844
945	36750440114389	Mirus Secondary	$101,691	$308	$100,263
946	38767520123505	Mission Preparatory	$78,243	$383	$66,040
947	27660840000000	Mission Union Elementary	$2,924	$0	$0
948	19651360114439	Mission View Public	$1,487	$0	$0
949	48705814830196	MIT Academy	$79,370	$205	$77,969
950	50711670000000	Modesto City Elementary	$8,339,345	$542	$6,642,203
951	50711750000000	Modesto City High	$4,224,104	$290	$3,586,534
952	25102560000000	Modoc County Office of Education	$120,672	$2,681	$119,874
953	25735850000000	Modoc Joint Unified	$309,799	$384	$265,939
954	15636770000000	Mojave Unified	$1,904,955	$707	$1,756,275
955	26102640000000	Mono County Office of Education	$20,104	$0	$0
956	10623230000000	Monroe Elementary	$172,490	$833	$158,583
957	19647900000000	Monrovia Unified	$1,423,232	$238	$1,057,308
958	19647330114959	Monsenor Oscar Romero Charter Middle	$146,671	$482	$144,049
959	54720090000000	Monson-Sultana Joint Union Elementary	$273,053	$592	$232,089
960	19647336018204	Montague Charter Academy	$530,173	$496	$471,803
961	47704170000000	Montague Elementary	$90,160	$450	$70,275
962	49708130000000	Monte Rio Union Elementary	$10,543	$114	$3,534
963	19648080000000	Montebello Unified	$12,527,976	$414	$9,711,170

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964	42692520000000	Montecito Union Elementary	$96,792	$211	$76,844
965	27102720000000	Monterey County Office of Education	$829,399	$702	$784,210
966	27660920000000	Monterey Peninsula Unified	$2,931,466	$285	$2,158,934
967	49708210000000	Montgomery Elementary	$20,851	$801	$18,299
968	56739400000000	Moorpark Unified	$770,033	$116	$476,242
969	07617470000000	Moraga Elementary	$67,896	$36	$32,778
970	43695750000000	Moreland	$686,203	$157	$408,821
971	33671240000000	Moreno Valley Unified	$13,070,990	$379	$11,174,535
972	43695830000000	Morgan Hill Unified	$1,537,351	$182	$1,165,588
973	36677770000000	Morongo Unified	$2,948,653	$359	$2,417,161
974	49708706109144	Morrice Schaefer Charter	$84,382	$174	$82,162
975	43696170000000	Mount Pleasant Elementary	$653,420	$247	$446,145
976	44697730000000	Mountain Elementary	$6,260	$0	$0
977	37682130000000	Mountain Empire Unified	$664,283	$428	$537,950
978	01612180000000	Mountain House Elementary	$2,220	$105	$1,331
979	45737000000000	Mountain Union Elementary	$38,916	$589	$30,860
980	53750280000000	Mountain Valley Unified	$230,431	$778	$183,491
981	19648160000000	Mountain View Elementary	$4,466,400	$594	$3,335,743
982	36677850000000	Mountain View Elementary	$126,782	$0	$0
983	43695910000000	Mountain View Whisman	$340,755	$68	$0
984	43696090000000	Mountain View-Los Altos Union High	$314,706	$81	$205,365
985	36677930000000	Mt. Baldy Joint Elementary	$3,055	$0	$0
986	07617540000000	Mt. Diablo Unified	$6,938,235	$218	$5,252,251
987	47704250000000	Mt. Shasta Union Elementary	$179,039	$346	$144,047
988	37680236037980	Mueller Charter (Robert L.)	$420,502	$358	$365,933

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989	13632060000000	Mulberry Elementary	$2,425	$0	$0
990	19647336119044	Multicultural Learning Center	$90,721	$226	$77,260
991	56725040000000	Mupu Elementary	$4,128	$0	$0
992	15636850000000	Muroc Joint Unified	$365,109	$188	$297,480
993	33752000000000	Murrieta Valley Unified	$2,478,551	$109	$2,141,018
994	37683386115570	Museum	$12,145	$51	$10,316
995	19647330102483	N.E.W. Academy Canoga Park	$216,706	$450	$193,233
996	19647330100289	N.E.W. Academy of Science and Arts	$148,462	$462	$126,239
997	28102800000000	Napa County Office of Education	$115,515	$0	$112,651
998	28662660000000	Napa Valley Unified	$2,769,054	$151	$1,942,761
999	37682210000000	National Elementary	$2,620,859	$449	$1,786,642
1000	37681890118323	National University Academy	$123,776	$123	$121,050
1001	34752830000000	Natomas Unified	$2,174,536	$161	$1,836,417
1002	01611190119222	Nea Community Learning Center	$2,433	$0	$0
1003	36678010000000	Needles Unified	$553,562	$585	$465,017
1004	29663400000000	Nevada City Elementary	$154,035	$176	$106,179
1005	29102980000000	Nevada County Office of Education	$493,695	$280	$487,452
1006	29663570000000	Nevada Joint Union High	$416,292	$143	$326,413
1007	18641620120287	New Day Academy	$49,086	$162	$48,116
1008	19647330102541	New Designs Charter	$357,919	$453	$330,543
1009	19647330120071	New Designs Charter School-Watts	$196,023	$513	$180,987
1010	01612420000000	New Haven Unified	$1,851,899	$148	$1,257,845
1011	19647330111211	New Heights Charter	$173,733	$399	$161,419
1012	39686190000000	New Hope Elementary	$98,027	$453	$75,013
1013	19647330128371	New Horizons Charter Academy	$69,153	$345	$68,514

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1014	39686270000000	New Jerusalem Elementary	$40,660	$49	$34,669
1015	19647330117614	New Los Angeles Charter	$91,334	$303	$89,729
1016	19647330117911	New Millennium Secondary	$143,479	$543	$142,105
1017	10101080125260	New Spirit Charter Academy	$36,627	$324	$35,858
1018	19647330111484	New Village Girls Academy	$53,480	$417	$52,844
1019	36678760120006	New Vision Middle	$114,294	$362	$112,632
1020	19756636120158	New West Charter	$955	$0	$0
1021	01612340000000	Newark Unified	$1,061,885	$171	$739,729
1022	31668520000000	Newcastle Elementary	$48,570	$62	$38,662
1023	19648320000000	Newhall	$1,249,183	$185	$940,651
1024	50736010000000	Newman-Crows Landing Unified	$881,516	$299	$694,656
1025	30665970000000	Newport-Mesa Unified	$5,110,723	$234	$3,995,891
1026	21654090000000	Nicasio	$8,693	$164	$6,994
1027	04614240110551	Nord Country	$36,589	$261	$35,769
1028	15636930000000	Norris Elementary	$41,581	$0	$0
1029	35675040000000	North County Joint Union Elementary	$111,230	$149	$79,570
1030	37684520114264	North County Trade Tech High	$51,119	$319	$50,527
1031	45700780000000	North Cow Creek Elementary	$6,213	$0	$0
1032	27738250000000	North Monterey County Unified	$1,408,860	$313	$1,009,028
1033	01612596117972	North Oakland Community Charter	$13,257	$58	$12,858
1034	19647330100776	North Valley Military Institute College Preparatory Academy	$177,146	$480	$164,939
1035	12101240115097	Northcoast Preparatory and Performing Arts Academy	$20,399	$151	$19,986
1036	12626870000000	Northern Humboldt Union High	$250,629	$154	$204,151
1037	36103630115808	Norton Space and Aeronautics Academy	$188,629	$269	$163,811

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1038	19648400000000	Norwalk-La Mirada Unified	$4,953,861	$255	$3,987,221
1039	21654170000000	Novato Unified	$961,105	$124	$641,693
1040	51714230000000	Nuestro Elementary	$2,796	$0	$0
1041	33671570000000	Nuview Union	$328,718	$152	$235,501
1042	43696250000000	Oak Grove Elementary	$2,112,390	$193	$1,434,979
1043	49708390000000	Oak Grove Union Elementary	$67,502	$82	$44,507
1044	34674390125591	Oak Park Preparatory Academy	$45,132	$329	$44,511
1045	56738740000000	Oak Park Unified	$216,694	$46	$153,864
1046	45700860000000	Oak Run Elementary	$12,733	$374	$9,929
1047	54720170000000	Oak Valley Union Elementary	$110,355	$213	$73,287
1048	39686350000000	Oak View Union Elementary	$114,018	$277	$96,132
1049	50755640000000	Oakdale Joint Unified	$946,476	$178	$744,264
1050	01612596111660	Oakland Charter Academy	$140,324	$923	$137,197
1051	01612590114868	Oakland Charter High	$81,681	$233	$80,016
1052	01612593030772	Oakland School for the Arts	$28,458	$38	$27,498
1053	01612590000000	Oakland Unified	$21,914,112	$592	$17,089,113
1054	01612590100065	Oakland Unity High	$84,072	$283	$82,582
1055	07617620000000	Oakley Union Elementary	$530,310	$107	$373,853
1056	27659616119663	Oasis Charter Public	$989	$0	$0
1057	19647330102335	Ocean Charter	$1,557	$0	$0
1058	44698070110007	Ocean Grove Charter	$6,251	$0	$0
1059	30666130000000	Ocean View	$1,729,480	$192	$1,204,179
1060	56725120000000	Ocean View	$751,245	$279	$477,914
1061	37735690000000	Oceanside Unified	$5,435,454	$282	$4,327,228
1062	30666703030723	OCSA	$53,635	$27	$42,741

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1063	19101996116883	Odyssey Charter	$41,940	$96	$34,074
1064	56725200000000	Ojai Unified	$505,552	$192	$311,544
1065	49708470000000	Old Adobe Union	$262,078	$150	$154,511
1066	49708706066344	Olivet Elementary Charter	$57,631	$167	$56,168
1067	39103970120717	one.Charter	$572	$0	$0
1068	38769190132159	OnePurpose	$0	$0	$0
1069	36678190000000	Ontario-Montclair	$9,897,802	$440	$7,558,328
1070	19101990127522	Optimist Charter	$291	$0	$0
1071	19752911996016	Options for Youth San Gabriel	$4,777	$0	$0
1072	19643371996099	Options for Youth-Burbank Charter	$5,804	$0	$0
1073	36678760120568	Options for Youth-San Bernardino	$2,286	$0	$0
1074	34674473430691	Options for Youth-San Juan	$3,214	$0	$0
1075	36679343630670	Options for Youth-Victorville Charter	$33,620	$0	$0
1076	10623310000000	Orange Center	$282,961	$873	$235,435
1077	30103060000000	Orange County Department of Education	$5,830,853	$1,163	$5,602,431
1078	30666700109066	Orange County Educational Arts Academy	$193,988	$340	$167,739
1079	30666210000000	Orange Unified	$6,767,423	$235	$5,181,578
1080	43696330000000	Orchard Elementary	$151,074	$169	$93,463
1081	42692600000000	Orcutt Union Elementary	$426,092	$80	$270,227
1082	12629680000000	Orick Elementary	$8,480	$471	$2,070
1083	07617700000000	Orinda Union Elementary	$39,757	$0	$0
1084	11754810000000	Orland Joint Unified	$661,192	$293	$495,383
1085	36678270000000	Oro Grande Elementary	$63,638	$30	$52,953
1086	04615070000000	Oroville City Elementary	$1,034,914	$430	$829,312
1087	04615150000000	Oroville Union High	$942,539	$420	$834,674

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1088	19647330101675	Oscar De La Hoya Animo Charter High	$254,900	$416	$251,145
1089	19647330109934	Our Community Charter	$47,050	$107	$45,641
1090	54720250000000	Outside Creek Elementary	$61,070	$616	$56,770
1091	14632970000000	Owens Valley Unified	$3,800	$0	$0
1092	56725380000000	Oxnard	$5,777,686	$342	$4,109,547
1093	56725460000000	Oxnard Union High	$3,843,966	$234	$3,104,939
1094	45700940000000	Pacheco Union Elementary	$178,851	$311	$147,691
1095	44697810000000	Pacific Elementary	$8,145	$0	$0
1096	27661340000000	Pacific Grove Unified	$190,156	$92	$111,901
1097	10623560000000	Pacific Union Elementary	$295,395	$763	$239,048
1098	12629760000000	Pacific Union Elementary	$94,677	$161	$66,613
1099	12629271230150	Pacific View Charter	$50,673	$511	$49,501
1100	41689320000000	Pacifica	$278,880	$88	$162,766
1101	19647336018642	Pacoima Charter Elementary	$646,733	$475	$564,438
1102	44697990000000	Pajaro Valley Unified	$6,741,586	$338	$5,046,491
1103	04615230000000	Palermo Union Elementary	$491,785	$386	$406,254
1104	19647331995836	Palisades Charter High	$264,166	$91	$255,874
1105	33671730000000	Palm Springs Unified	$9,951,248	$427	$8,318,342
1106	19648570125377	Palmdale Aerospace Academy	$0	$0	$0
1107	19648570000000	Palmdale Elementary	$7,058,899	$351	$5,925,161
1108	43696410000000	Palo Alto Unified	$596,041	$49	$233,762
1109	33671810000000	Palo Verde Unified	$1,219,641	$383	$908,058
1110	54720330000000	Palo Verde Union Elementary	$296,073	$574	$253,811
1111	15633620000000	Panama-Buena Vista Union	$4,155,420	$237	$3,489,252
1112	35675200000000	Panoche Elementary	$610	$0	$0

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1113	19647330122630	Para Los Ninos - Evelyn Thurman Gratts Primary	$135,813	$410	$109,721
1114	19647336120489	Para Los Ninos Charter	$157,197	$403	$123,197
1115	19647330117846	Para Los Ninos Middle	$326,098	$1,109	$325,023
1116	50712090000000	Paradise Elementary	$38,459	$198	$31,242
1117	04615310000000	Paradise Unified	$1,224,436	$320	$994,015
1118	58727360121632	Paragon Collegiate Academy	$36,171	$226	$35,482
1119	19648730000000	Paramount Unified	$5,801,003	$365	$4,471,706
1120	10623640000000	Parlier Unified	$2,298,428	$672	$1,890,002
1121	31669510122507	Partnerships for Student-Centered Learning	$96,958	$0	$94,400
1122	19648810000000	Pasadena Unified	$6,872,704	$394	$5,233,178
1123	34674210132019	Paseo Grande Charter	$0	$0	$0
1124	40754570000000	Paso Robles Joint Unified	$1,432,404	$218	$1,073,254
1125	19647330127878	Pathways Community	$633	$0	$0
1126	50712170000000	Patterson Joint Unified	$1,512,007	$251	$1,125,559
1127	42767866045918	Peabody Charter	$121,645	$162	$96,071
1128	12629840000000	Peninsula Union	$19,985	$499	$14,714
1129	29768770000000	Penn Valley Union Elementary	$170,335	$237	$140,521
1130	33671990000000	Perris Elementary	$5,000,373	$859	$4,392,480
1131	33672070000000	Perris Union High	$4,573,784	$434	$4,128,811
1132	49708540000000	Petaluma City Elementary	$478,241	$223	$367,563
1133	49708620000000	Petaluma Joint Union High	$462,326	$94	$333,161
1134	01612750000000	Piedmont City Unified	$77,951	$28	$46,900
1135	06616140000000	Pierce Joint Unified	$319,707	$221	$232,076
1136	10623720000000	Pine Ridge Elementary	$21,928	$233	$17,791

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1137	49708700000000	Piner-Olivet Union Elementary	$175,855	$505	$146,304
1138	04733790000000	Pioneer Union Elementary	$56,637	$765	$42,790
1139	09619450000000	Pioneer Union Elementary	$73,224	$252	$51,073
1140	07617880000000	Pittsburg Unified	$3,351,356	$318	$2,643,571
1141	54720410000000	Pixley Union Elementary	$637,123	$565	$500,654
1142	30666470000000	Placentia-Yorba Linda Unified	$3,602,853	$140	$2,643,557
1143	31103140000000	Placer County Office of Education	$1,392,948	$1,588	$1,386,938
1144	31668860000000	Placer Hills Union Elementary	$107,465	$134	$64,851
1145	31668940000000	Placer Union High	$353,628	$84	$264,494
1146	09619520000000	Placerville Union Elementary	$315,861	$253	$240,135
1147	24658130000000	Plainsburg Union Elementary	$26,640	$206	$21,353
1148	24658210000000	Planada Elementary	$596,324	$782	$465,422
1149	11626380000000	Plaza Elementary	$20,657	$129	$16,165
1150	51714310000000	Pleasant Grove Joint Union	$28,918	$151	$19,221
1151	29663730000000	Pleasant Ridge Union Elementary	$213,933	$161	$147,507
1152	56725530000000	Pleasant Valley	$797,676	$118	$578,095
1153	40687910000000	Pleasant Valley Joint Union Elementary	$26,592	$199	$20,890
1154	54720580000000	Pleasant View Elementary	$295,105	$558	$229,443
1155	01751010000000	Pleasanton Unified	$630,657	$42	$336,670
1156	32669693230083	Plumas Charter	$50,486	$188	$49,277
1157	32103220000000	Plumas County Office of Education	$11,671	$448	$11,213
1158	58727440000000	Plumas Lake Elementary	$89,167	$74	$81,008
1159	32669690000000	Plumas Unified	$547,865	$285	$420,143
1160	23655990000000	Point Arena Joint Union High	$39,246	$253	$33,285
1161	09619600000000	Pollock Pines Elementary	$203,764	$288	$168,499

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1162	19649070000000	Pomona Unified	$12,104,526	$479	$9,467,089
1163	15637190000000	Pond Union Elementary	$150,907	$682	$124,792
1164	28662820000000	Pope Valley Union Elementary	$14,835	$296	$11,493
1165	19647330107755	Port of Los Angeles High	$197,191	$207	$193,954
1166	54755230000000	Porterville Unified	$8,517,639	$603	$7,456,292
1167	41689810000000	Portola Valley Elementary	$15,035	$0	$0
1168	23738660000000	Potter Valley Community Unified	$77,288	$333	$57,312
1169	37682960000000	Poway Unified	$2,711,460	$76	$1,720,368
1170	19647330127936	PREPA TEC - Los Angeles	$205,089	$907	$187,249
1171	37683383731189	Preuss School UCSD	$373,002	$441	$344,194
1172	39754990102384	Primary Charter	$622	$0	$0
1173	11626460000000	Princeton Joint Unified	$40,444	$228	$25,149
1174	36678763630993	Provisional Accelerated Learning Academy	$41,241	$155	$37,876
1175	19647330131847	Public Policy Charter	$0	$0	$0
1176	36678760109850	Public Safety Academy	$121,481	$296	$119,628
1177	19647336118194	PUC California Academy for Liberal Studies	$106,550	$340	$104,889
1178	19647330129619	PUC Community Charter Elementary	$84,861	$456	$83,742
1179	19647336116750	PUC Community Charter Middle and PUC Community Charter Early College High	$338,705	$431	$329,393
1180	19647330124933	PUC Early College Academy for Leaders and Scholars (ECALS)	$125,254	$280	$122,595
1181	19647330112201	PUC Excel Charter Academy	$128,721	$407	$126,936
1182	19647330129593	PUC Inspire Charter Academy	$43,983	$418	$43,374
1183	19647330102442	PUC Lakeview Charter Academy	$129,497	$368	$127,535
1184	19647330122606	PUC Lakeview Charter High	$154,234	$397	$152,662

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1185	19647330102426	PUC Milagro Charter	$107,562	$372	$106,018
1186	19647330120055	PUC Nueva Esperanza Charter Academy	$119,343	$341	$117,321
1187	19647330119974	PUC Santa Rosa Charter Academy	$86,561	$432	$85,387
1188	19647330112193	PUC Triumph Academy	$126,356	$393	$124,527
1189	19647336120471	Puente Charter	$43,001	$405	$42,258
1190	10623800000000	Raisin City Elementary	$296,728	$951	$243,601
1191	37683040000000	Ramona City Unified	$770,183	$127	$516,098
1192	37683120000000	Rancho Santa Fe Elementary	$11,197	$0	$0
1193	18641620000000	Ravendale-Termo Elementary	$1,103	$122	$0
1194	41689990000000	Ravenswood City Elementary	$1,524,964	$436	$1,032,855
1195	20652760000000	Raymond-Knowles Union Elementary	$44,519	$529	$34,847
1196	49709380120121	REACH	$205	$0	$0
1197	33672150126128	REACH Leadership Academy	$56,871	$173	$56,131
1198	01611430122697	REALM Charter High	$144,479	$400	$128,718
1199	01611430122689	REALM Charter Middle	$98,874	$318	$85,755
1200	52716390000000	Red Bluff Joint Union High	$523,163	$350	$445,730
1201	52716210000000	Red Bluff Union Elementary	$1,228,973	$581	$1,059,904
1202	45701100000000	Redding Elementary	$940,852	$281	$724,088
1203	36678430000000	Redlands Unified	$4,325,301	$207	$3,403,528
1204	19753410000000	Redondo Beach Unified	$699,770	$75	$457,791
1205	23656152330413	Redwood Academy of Ukiah	$30,017	$232	$24,885
1206	41690050000000	Redwood City Elementary	$2,373,213	$269	$1,634,718
1207	12626790127266	Redwood Coast Montessori	$11,004	$137	$10,711
1208	12768020124164	Redwood Preparatory Charter	$16,815	$84	$16,458
1209	21654250000000	Reed Union Elementary	$185,347	$118	$150,050

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1210	52716470000000	Reeds Creek Elementary	$52,044	$433	$44,559
1211	16739320000000	Reef-Sunset Unified	$1,587,749	$599	$1,285,490
1212	19647330101683	Renaissance Arts Academy	$91,286	$285	$89,624
1213	09619780000000	Rescue Union Elementary	$249,470	$65	$185,280
1214	19647330131870	Resolute Academy Charter	$0	$0	$0
1215	36678500000000	Rialto Unified	$9,299,011	$342	$7,620,808
1216	52716540000000	Richfield Elementary	$49,248	$198	$36,271
1217	54720820000000	Richgrove Elementary	$519,548	$777	$432,595
1218	15635780000000	Richland Union Elementary	$1,366,656	$385	$1,064,328
1219	07617960126805	Richmond Charter Academy	$107,231	$498	$65,775
1220	07617960129643	Richmond Charter Elementary-Benito Juarez	$70,349	$448	$68,883
1221	07617960110973	Richmond College Preparatory	$151,926	$352	$130,556
1222	18641700000000	Richmond Elementary	$4,394	$19	$0
1223	15756301530500	Ridgecrest Charter	$74,525	$176	$70,677
1224	36678680000000	Rim of the World Unified	$1,013,117	$274	$828,177
1225	49708960000000	Rincon Valley Union Elementary	$357,309	$101	$206,684
1226	12630080000000	Rio Dell Elementary	$144,633	$436	$117,988
1227	56725610000000	Rio Elementary	$1,120,133	$233	$778,917
1228	39685850122580	Rio Valley Charter	$87,107	$256	$86,058
1229	39686500000000	Ripon Unified	$523,594	$178	$419,697
1230	19647330124222	Rise Kohyang Middle	$107,827	$332	$106,495
1231	09618380129965	Rising Sun Montessori	$173	$0	$0
1232	57726940131706	River Charter Schools Lighthouse Charter	$0	$0	$0
1233	34674130000000	River Delta Joint Unified	$430,407	$216	$298,216
1234	39684860127134	River Islands Technology Academy	$67,497	$150	$65,796

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1235	23656150115055	River Oak Charter	$50,423	$211	$49,668
1236	33103300110833	River Springs Charter	$717,162	$132	$672,316
1237	50755560000000	Riverbank Unified	$1,034,159	$372	$811,386
1238	10754080000000	Riverdale Joint Unified	$615,038	$379	$509,302
1239	33103300000000	Riverside County Office of Education	$3,407,306	$1,249	$3,323,808
1240	33672150000000	Riverside Unified	$12,005,201	$284	$9,804,100
1241	50712330000000	Roberts Ferry Union Elementary	$19,373	$149	$13,989
1242	34674210000000	Robla Elementary	$936,762	$426	$740,281
1243	43104390125781	Rocketship Academy Brilliant Minds	$164,846	$328	$134,699
1244	43104390125799	Rocketship Alma Academy	$235,671	$384	$198,742
1245	43104390123281	Rocketship Discovery Prep	$255,474	$488	$213,983
1246	43104390131110	Rocketship Fuerza Community Prep	$35,945	$0	$0
1247	43104390120642	Rocketship Los Suenos Academy	$273,365	$450	$230,011
1248	43104390113704	Rocketship Mateo Sheedy Elementary	$245,605	$397	$207,777
1249	43694500123299	Rocketship Mosaic Elementary	$257,575	$442	$215,289
1250	41690050132076	Rocketship Redwood City	$0	$0	$0
1251	43104390119024	Rocketship Si Se Puede Academy	$272,120	$460	$228,857
1252	43694500128108	Rocketship Spark Academy	$176,018	$309	$143,255
1253	54720900000000	Rockford Elementary	$146,425	$359	$127,246
1254	31750850000000	Rocklin Unified	$989,084	$87	$806,892
1255	33672310000000	Romoland Elementary	$724,956	$207	$564,904
1256	15637500000000	Rosedale Union Elementary	$490,745	$90	$403,734
1257	49709040000000	Roseland	$434,307	$269	$267,746
1258	49709040101923	Roseland Charter	$447,877	$393	$408,328
1259	19649310000000	Rosemead Elementary	$1,165,076	$436	$863,030

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1260	31669100000000	Roseville City Elementary	$1,273,110	$129	$947,123
1261	31669280000000	Roseville Joint Union High	$835,915	$82	$686,589
1262	21654330000000	Ross Elementary	$36,648	$98	$27,277
1263	21750020000000	Ross Valley Elementary	$220,719	$98	$148,778
1264	14633050000000	Round Valley Joint Elementary	$5,999	$45	$1,012
1265	23656070000000	Round Valley Unified	$366,310	$1,077	$328,070
1266	19734520000000	Rowland Unified	$5,120,337	$347	$4,027,675
1267	34674390102038	Sacramento Charter High	$261,406	$263	$257,168
1268	34674390000000	Sacramento City Unified	$23,927,409	$565	$19,521,842
1269	34103480000000	Sacramento County Office of Education	$1,787,746	$2,185	$1,779,905
1270	30736350000000	Saddleback Valley Unified	$3,399,213	$114	$2,429,784
1271	28662900000000	Saint Helena Unified	$173,096	$136	$104,549
1272	27661420000000	Salinas City Elementary	$3,365,071	$368	$2,496,426
1273	27661590000000	Salinas Union High	$4,923,940	$354	$4,064,277
1274	27661670000000	San Antonio Union Elementary	$52,494	$308	$47,946
1275	27661750000000	San Ardo Union Elementary	$199,501	$1,975	$180,001
1276	35103550000000	San Benito County Office of Education	$76,873	$662	$76,066
1277	35675380000000	San Benito High	$553,429	$184	$458,457
1278	36678760000000	San Bernardino City Unified	$30,031,596	$598	$25,343,482
1279	36103630000000	San Bernardino County Office of Education	$1,850,830	$798	$1,786,099
1280	41690130000000	San Bruno Park Elementary	$420,472	$151	$244,784
1281	41690216112213	San Carlos Charter Learning Center	$2,608	$0	$0
1282	41690210000000	San Carlos Elementary	$127,836	$40	$55,206
1283	37683386119168	San Diego Cooperative Charter	$37,473	$83	$36,003
1284	37103710000000	San Diego County Office of Education	$4,037,057	$1,788	$3,922,622

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1285	37683380121681	San Diego Global Vision Academy	$52,373	$260	$51,238
1286	37683380125583	San Diego Global Vision Academy Middle	$25,493	$432	$25,241
1287	37683380000000	San Diego Unified	$46,273,480	$417	$36,265,596
1288	37683460000000	San Dieguito Union High	$1,063,570	$84	$811,321
1289	38103890000000	San Francisco County Office of Education	$628,219	$2,235	$619,954
1290	38684780000000	San Francisco Unified	$16,999,035	$322	$12,482,270
1291	19752910000000	San Gabriel Unified	$1,590,876	$297	$1,162,322
1292	33672490000000	San Jacinto Unified	$3,121,106	$326	$2,632,976
1293	33672496114748	San Jacinto Valley Academy	$14,084	$0	$0
1294	39103970121723	San Joaquin Building Futures Academy	$101	$0	$0
1295	39103970000000	San Joaquin County Office of Education	$1,435,382	$894	$1,364,179
1296	19650946023527	San Jose Charter Academy	$187,588	$152	$187,588
1297	43694274330676	San Jose Conservation Corps Charter	$30,414	$89	$16,821
1298	43696660000000	San Jose Unified	$7,160,539	$221	$5,341,396
1299	34674470000000	San Juan Unified	$13,945,955	$308	$11,782,362
1300	01612910000000	San Leandro Unified	$1,881,304	$218	$1,460,152
1301	01613090000000	San Lorenzo Unified	$2,807,283	$252	$2,167,754
1302	44698070000000	San Lorenzo Valley Unified	$266,519	$98	$166,982
1303	27661830000000	San Lucas Union Elementary	$201,262	$3,870	$184,894
1304	40688090000000	San Luis Coastal Unified	$1,011,166	$135	$680,684
1305	40104050000000	San Luis Obispo County Office of Education	$1,152,056	$2,318	$1,120,998
1306	37737910000000	San Marcos Unified	$3,497,052	$175	$2,715,810
1307	19649640000000	San Marino Unified	$265,056	$84	$158,415
1308	41104130000000	San Mateo County Office of Education	$610,971	$1,504	$591,703
1309	41690470000000	San Mateo Union High	$821,579	$100	$559,644

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1310	41690390000000	San Mateo-Foster City	$1,537,882	$129	$936,053
1311	40688250000000	San Miguel Joint Union	$323,037	$538	$282,662
1312	37683530000000	San Pasqual Union Elementary	$62,317	$112	$34,790
1313	13632140000000	San Pasqual Valley Unified	$485,904	$640	$397,963
1314	21654580000000	San Rafael City Elementary	$933,459	$202	$616,697
1315	21654660000000	San Rafael City High	$338,138	$143	$231,432
1316	07618040000000	San Ramon Valley Unified	$1,101,309	$34	$596,912
1317	37683790000000	San Ysidro Elementary	$2,047,193	$422	$1,395,736
1318	10624140000000	Sanger Unified	$3,617,857	$321	$3,011,701
1319	30666700000000	Santa Ana Unified	$21,800,875	$414	$16,582,381
1320	42104210000000	Santa Barbara County Office of Education	$359,444	$0	$337,954
1321	42767860000000	Santa Barbara Unified	$3,076,902	$212	$2,149,454
1322	43104390000000	Santa Clara County Office of Education	$2,484,512	$1,532	$2,403,856
1323	56725790000000	Santa Clara Elementary	$613	$0	$0
1324	43696740000000	Santa Clara Unified	$2,103,406	$138	$1,291,058
1325	44698150000000	Santa Cruz City Elementary	$544,923	$230	$347,346
1326	44698230000000	Santa Cruz City High	$597,462	$131	$398,198
1327	44104470000000	Santa Cruz County Office of Education	$309,273	$472	$282,231
1328	42691200000000	Santa Maria-Bonita	$5,533,315	$355	$3,962,179
1329	19647336019079	Santa Monica Boulevard Community Charter	$394,418	$421	$336,711
1330	19649800000000	Santa Monica-Malibu Unified	$1,471,285	$128	$1,014,286
1331	56768280000000	Santa Paula Unified	$1,731,237	$317	$1,225,643
1332	27661910000000	Santa Rita Union Elementary	$783,343	$237	$585,270
1333	49709126113278	Santa Rosa Charter	$1,966	$0	$0
1334	49709120000000	Santa Rosa Elementary	$1,311,350	$260	$839,851

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1335	49709200000000	Santa Rosa High	$2,407,099	$220	$1,911,258
1336	42693280000000	Santa Ynez Valley Union High	$72,531	$70	$50,041
1337	37683610000000	Santee	$686,462	$107	$464,434
1338	30666216085328	Santiago Middle	$22,419	$0	$0
1339	43696820000000	Saratoga Union Elementary	$114,030	$55	$57,833
1340	54721080000000	Saucelito Elementary	$13,848	$155	$10,082
1341	19649980000000	Saugus Union	$804,376	$79	$556,691
1342	21654740000000	Sausalito Marin City	$220,601	$1,423	$196,721
1343	34765050114272	SAVA: Sacramento Academic and Vocational Academy	$194,734	$278	$191,717
1344	30666960000000	Savanna Elementary	$619,291	$255	$431,471
1345	37764710000000	SBC - High Tech High	$362,662	$143	$354,701
1346	19756971996693	School of Arts and Enterprise	$185,287	$205	$182,314
1347	10621661030642	School of Unlimited Learning	$75,750	$315	$69,574
1348	12630240000000	Scotia Union Elementary	$30,863	$136	$24,127
1349	47764550000000	Scott Valley Unified	$222,857	$338	$174,430
1350	44754320000000	Scotts Valley Unified	$127,192	$51	$70,783
1351	49709380000000	Sebastopol Union Elementary	$213,245	$423	$179,624
1352	13632220000000	Seeley Union Elementary	$153,533	$439	$110,537
1353	47704580000000	Seiad Elementary	$1,912	$0	$0
1354	10624300000000	Selma Unified	$3,150,229	$485	$2,659,689
1355	15637680000000	Semitropic Elementary	$51,204	$223	$21,304
1356	54721160000000	Sequoia Union Elementary	$94,706	$301	$82,035
1357	18641880000000	Shaffer Union Elementary	$80,378	$384	$63,409
1358	40688330000000	Shandon Joint Unified	$93,628	$320	$68,043
1359	45104540000000	Shasta County Office of Education	$572,923	$2,523	$569,448

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1360	45701280000000	Shasta Union Elementary	$39,357	$238	$25,683
1361	45701360000000	Shasta Union High	$993,922	$188	$836,753
1362	20652430100016	Sherman Thomas Charter	$680	$0	$0
1363	20652430118950	Sherman Thomas Charter High	$161	$0	$0
1364	50712740000000	Shiloh Elementary	$42,989	$307	$37,153
1365	21733610000000	Shoreline Unified	$78,782	$151	$38,290
1366	29663570124834	Sierra Academy of Expeditionary Learning	$194	$0	$0
1367	10621660114355	Sierra Charter	$166,277	$311	$163,683
1368	31669440121624	Sierra Expeditionary Learning	$458	$0	$0
1369	22655320125823	Sierra Foothill Charter	$23,141	$161	$22,719
1370	15737420000000	Sierra Sands Unified	$1,331,677	$269	$1,118,574
1371	10752750000000	Sierra Unified	$284,972	$211	$218,790
1372	46701770000000	Sierra-Plumas Joint Unified	$94,336	$253	$66,709
1373	09619860000000	Silver Fork Elementary	$492	$0	$0
1374	36738900000000	Silver Valley Unified	$601,083	$263	$475,514
1375	56726030000000	Simi Valley Unified	$2,078,312	$116	$1,525,022
1376	47104700000000	Siskiyou County Office of Education	$36,018	$0	$35,464
1377	47704660000000	Siskiyou Union High	$150,360	$259	$123,571
1378	36750510115089	Sky Mountain Charter	$6,153	$0	$0
1379	24658390000000	Snelling-Merced Falls Union Elementary	$36,718	$382	$29,791
1380	36739570000000	Snowline Joint Unified	$1,394,855	$178	$1,089,200
1381	36678760117192	SOAR Charter Academy	$127,001	$266	$124,855
1382	37683870000000	Solana Beach Elementary	$290,241	$94	$164,673
1383	48104880000000	Solano County Office of Education	$658,760	$1,829	$628,892
1384	27754400000000	Soledad Unified	$1,431,520	$288	$1,101,040

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1385	42693360000000	Solvang Elementary	$75,741	$132	$40,055
1386	56726110000000	Somis Union	$104,567	$428	$93,537
1387	49709536111678	Sonoma Charter	$23,880	$105	$19,930
1388	49104960000000	Sonoma County Office of Education	$692,536	$0	$529,878
1389	49709530000000	Sonoma Valley Unified	$813,303	$194	$550,787
1390	55723710000000	Sonora Elementary	$189,897	$284	$137,954
1391	55723890000000	Sonora Union High	$359,888	$326	$327,246
1392	44698490000000	Soquel Union Elementary	$284,467	$135	$164,565
1393	55723970000000	Soulsbyville Elementary	$104,398	$210	$80,524
1394	37683950000000	South Bay Union	$2,818,839	$368	$1,952,707
1395	12630320000000	South Bay Union Elementary	$365,546	$689	$334,155
1396	15637840000000	South Fork Union	$147,922	$594	$125,059
1397	27660680000000	South Monterey County Joint Union High	$580,224	$293	$467,834
1398	19650290000000	South Pasadena Unified	$408,572	$85	$274,667
1399	41690700000000	South San Francisco Unified	$1,275,962	$140	$797,298
1400	51714070109793	South Sutter Charter	$8,055	$0	$0
1401	19650370000000	South Whittier Elementary	$1,324,797	$401	$992,094
1402	12630400000000	Southern Humboldt Joint Unified	$394,938	$520	$302,194
1403	15637760000000	Southern Kern Unified	$1,391,320	$430	$1,226,888
1404	53738330000000	Southern Trinity Joint Unified	$81,248	$967	$72,088
1405	35675530000000	Southside Elementary	$6,983	$0	$0
1406	37684030000000	Spencer Valley Elementary	$2,486	$73	$0
1407	27662250000000	Spreckels Union Elementary	$121,197	$124	$105,976
1408	54721320000000	Springville Union Elementary	$81,255	$292	$71,770
1409	34674390101048	St. HOPE Public School 7	$186,112	$300	$183,144

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1410	15637920000000	Standard Elementary	$1,207,770	$386	$1,065,329
1411	50105040000000	Stanislaus County Office of Education	$2,264,941	$1,836	$2,232,831
1412	37681303731262	Steele Canyon High	$20,292	$0	$0
1413	19647330100669	Stella Middle Charter Academy	$252,315	$452	$232,672
1414	39686760000000	Stockton Unified	$20,328,851	$553	$16,863,243
1415	54721400000000	Stone Corral Elementary	$134,016	$887	$111,644
1416	11626530000000	Stony Creek Joint Unified	$45,440	$441	$38,585
1417	49706150127662	Stony Point Academy	$237	$0	$0
1418	54721570000000	Strathmore Union Elementary	$422,312	$497	$329,018
1419	04615070129577	STREAM Charter	$83,608	$311	$82,370
1420	19647330112862	Student Empowerment Academy	$69,532	$260	$68,335
1421	19650450000000	Sulphur Springs Union	$1,040,060	$183	$818,119
1422	55724050000000	Summerville Elementary	$102,049	$262	$73,102
1423	55724130000000	Summerville Union High	$46,494	$67	$30,675
1424	36750440107516	Summit Leadership Academy-High Desert	$40,011	$222	$39,191
1425	19647330131839	Summit Preparatory Charter	$0	$0	$0
1426	41690620112722	Summit Preparatory Charter High	$53,794	$134	$52,589
1427	07100740129684	Summit Public School K2	$481	$0	$0
1428	43104390128090	Summit Public School: Denali	$295	$0	$0
1429	43694270123745	Summit Public School: Rainier	$46,866	$174	$45,902
1430	41689240127548	Summit Public School: Shasta	$255	$0	$0
1431	43104390123794	Summit Public School: Tahoma	$81,021	$214	$77,739
1432	54721730000000	Sundale Union Elementary	$178,343	$238	$131,336
1433	54721810000000	Sunnyside Union Elementary	$314,229	$892	$259,949
1434	43696900000000	Sunnyvale	$1,048,789	$153	$620,172

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1435	01751190000000	Sunol Glen Unified	$2,756	$0	$0
1436	43104390124065	Sunrise Middle	$65,326	$421	$64,436
1437	25658960000000	Surprise Valley Joint Unified	$81,427	$714	$67,759
1438	18641960000000	Susanville Elementary	$344,950	$340	$268,099
1439	51105120000000	Sutter County Office of Education	$157,013	$404	$113,927
1440	51714490000000	Sutter Union High	$47,746	$67	$34,975
1441	37684110000000	Sweetwater Union High	$11,484,970	$287	$9,470,448
1442	33751760120204	Sycamore Academy of Science and Cultural Arts	$798	$0	$0
1443	54722560125542	Sycamore Valley Academy	$781	$0	$0
1444	50712900000000	Sylvan Union Elementary	$2,138,845	$258	$1,808,445
1445	07768100125815	Synergy	$93,044	$462	$91,581
1446	19647330106427	Synergy Charter Academy	$125,526	$402	$109,353
1447	19647330117895	Synergy Kinetic Academy	$186,235	$396	$183,621
1448	19647330124560	Synergy Quantum Academy	$245,327	$409	$228,485
1449	15638000000000	Taft City	$861,540	$414	$703,107
1450	36678760126706	Taft T. Newman Leadership Academy	$33,181	$237	$32,681
1451	31669440000000	Tahoe-Truckee Unified	$557,784	$148	$361,772
1452	21654820000000	Tamalpais Union High	$315,468	$75	$218,716
1453	36675870128462	Taylion High Desert Academy/Adelanto	$442	$0	$0
1454	19647330122242	TEACH Academy of Technologies	$100,964	$438	$99,652
1455	19647330129627	TEACH Tech Charter High	$570	$0	$0
1456	39686760124958	TEAM Charter	$143,536	$319	$129,081
1457	15638260000000	Tehachapi Unified	$1,111,374	$263	$932,292
1458	52105200000000	Tehama County Office of Education	$150,347	$509	$109,836
1459	33751923330917	Temecula Preparatory	$3,803	$0	$0

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1460	33751920000000	Temecula Valley Unified	$3,029,997	$106	$2,533,223
1461	19650520000000	Temple City Unified	$1,066,917	$180	$804,690
1462	40688410000000	Templeton Unified	$258,528	$103	$191,255
1463	54721990000000	Terra Bella Union Elementary	$813,403	$868	$687,463
1464	30103060126037	The Academy	$77,937	$289	$77,331
1465	01611190122085	The Academy of Alameda	$89,170	$175	$87,194
1466	37680490127118	The Heights Charter	$222	$0	$0
1467	34674390106898	The Language Academy of Sacramento	$168,887	$326	$145,255
1468	37683386061964	The O'Farrell Charter	$552,401	$428	$449,357
1469	04615490000000	Thermalito Union	$1,588,075	$1,127	$1,386,775
1470	23655650123737	Three Rivers Charter	$363	$0	$0
1471	54722070000000	Three Rivers Union Elementary	$48,341	$335	$36,420
1472	37769010131193	Thrive Public	$11,751	$225	$11,463
1473	54722150000000	Tipton Elementary	$214,140	$349	$144,377
1474	19646340119552	Today's Fresh Start Charter School Inglewood	$73,438	$200	$72,199
1475	19650600000000	Torrance Unified	$2,721,241	$112	$1,792,774
1476	39754990000000	Tracy Joint Unified	$2,988,663	$185	$2,273,829
1477	54722230000000	Traver Joint Elementary	$143,577	$624	$122,070
1478	48705650000000	Travis Unified	$405,897	$73	$314,722
1479	23656156117386	Tree of Life Charter	$11,854	$120	$11,523
1480	35675610000000	Tres Pinos Union Elementary	$2,956	$0	$0
1481	12630570000000	Trinidad Union Elementary	$89,308	$516	$76,895
1482	53765130000000	Trinity Alps Unified	$211,071	$319	$183,637
1483	53717610000000	Trinity Center Elementary	$16,448	$1,495	$15,446
1484	53105380000000	Trinity County Office of Education	$21,078	$0	$20,861

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1485	42691120124255	Trivium Charter	$38,937	$63	$37,931
1486	36678920000000	Trona Joint Unified	$209,615	$835	$174,360
1487	54722310000000	Tulare City	$3,939,927	$412	$3,219,219
1488	54105460000000	Tulare County Office of Education	$841,627	$489	$760,791
1489	54722490000000	Tulare Joint Union High	$1,964,650	$356	$1,705,103
1490	25735930000000	Tulelake Basin Joint Unified	$304,429	$656	$228,592
1491	55105530000000	Tuolumne County Superintendent of Schools	$513	$0	$0
1492	50757390000000	Turlock Unified	$3,869,956	$280	$3,045,221
1493	30736430000000	Tustin Unified	$3,514,311	$146	$2,600,457
1494	55724210000000	Twain Harte	$90,497	$316	$63,119
1495	49709610000000	Twin Hills Union Elementary	$53,152	$41	$36,791
1496	29664150000000	Twin Ridges Elementary	$145,545	$1,500	$113,044
1497	51714640107318	Twin Rivers Charter	$67,092	$162	$65,835
1498	34765050000000	Twin Rivers Unified	$14,831,952	$562	$12,372,547
1499	49709790000000	Two Rock Union	$27,369	$160	$20,653
1500	43697080000000	Union Elementary	$395,739	$71	$222,737
1501	29664070000000	Union Hill Elementary	$16,839	$0	$0
1502	21655160000000	Union Joint Elementary	$484	$0	$0
1503	56725530111690	University Charter Middle School at CSU Channel Islands	$46,808	$189	$45,828
1504	10621660114553	University High	$739	$0	$0
1505	56725536120620	University Preparation School at CSU Channel Islands	$103,853	$206	$88,454
1506	19647330132027	University Preparatory Value High	$0	$0	$0
1507	36750690000000	Upland Unified	$2,484,460	$218	$1,976,080

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1508	17640630000000	Upper Lake Union Elementary	$238,322	$442	$203,708
1509	17640710000000	Upper Lake Union High	$102,234	$338	$89,816
1510	37683380118000	Urban Discovery Academy Charter	$30,350	$86	$29,308
1511	01100170125567	Urban Montessori Charter	$40,257	$144	$39,445
1512	19647330125864	USC Hybrid High	$120,952	$350	$119,513
1513	48705730000000	Vacaville Unified	$1,902,334	$150	$1,354,531
1514	33752420000000	Val Verde Unified	$5,804,353	$293	$4,976,419
1515	19650780000000	Valle Lindo Elementary	$225,667	$184	$161,083
1516	05615800000000	Vallecito Union	$276,967	$493	$229,573
1517	37684370000000	Vallecitos Elementary	$84,524	$420	$72,590
1518	48705810000000	Vallejo City Unified	$4,795,161	$332	$3,730,050
1519	10621660111633	Valley Arts and Science Academy (VASA)	$97,488	$414	$96,083
1520	37756140000000	Valley Center-Pauma Unified	$598,089	$144	$362,408
1521	19647330122754	Valley Charter Elementary	$17,215	$64	$16,715
1522	50105045030234	Valley Charter High	$30,985	$153	$29,979
1523	19647330122838	Valley Charter Middle	$37,269	$210	$36,431
1524	50713240000000	Valley Home Joint Elementary	$77,613	$520	$62,584
1525	56725205630405	Valley Oak Charter	$58	$0	$0
1526	10621660106740	Valley Preparatory Academy Charter	$102,710	$286	$101,160
1527	19647330127894	Valor Academy High	$81,468	$386	$80,909
1528	19647330120022	Valor Academy Middle	$186,369	$386	$170,976
1529	19647336019715	Vaughn Next Century Learning Center	$1,227,084	$450	$1,077,397
1530	56105610000000	Ventura County Office of Education	$1,189,409	$1,345	$1,163,930
1531	56726520000000	Ventura Unified	$2,935,292	$169	$2,125,502
1532	39103973930476	Venture Academy	$18,839	$0	$0

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1533	36679180000000	Victor Elementary	$4,460,140	$371	$3,836,735
1534	36679340000000	Victor Valley Union High	$6,370,847	$670	$5,986,154
1535	19647336117048	View Park Preparatory Accelerated Charter	$116,437	$207	$115,200
1536	19647336121081	View Park Preparatory Accelerated Charter Middle	$77,244	$223	$76,113
1537	19647330101196	View Park Preparatory Accelerated High	$154,134	$223	$152,125
1538	49753580114934	Village Charter	$417	$0	$0
1539	19647330129866	Village Charter Academy	$22,629	$152	$22,066
1540	01612590123711	Vincent Academy	$44,213	$309	$43,497
1541	15638340000000	Vineland Elementary	$551,243	$709	$450,650
1542	54722560000000	Visalia Unified	$11,044,292	$384	$9,376,398
1543	19647330122739	Vista Charter Middle	$170,928	$486	$168,013
1544	42693440000000	Vista del Mar Union	$11,259	$93	$8,265
1545	07616630130930	Vista Oaks Charter	$98,946	$268	$96,854
1546	56105610109900	Vista Real Charter High	$21,469	$0	$0
1547	37684520000000	Vista Unified	$6,108,370	$273	$4,760,664
1548	43694500113662	Voices College-Bound Language Academy	$177,798	$402	$156,742
1549	10767781030774	W. E. B. DuBois Public Charter	$188,586	$437	$155,926
1550	11101160124909	Walden Academy	$461	$0	$0
1551	19647330100750	Wallis Annenberg High	$199,957	$423	$197,046
1552	07618120000000	Walnut Creek Elementary	$266,623	$74	$155,203
1553	19734600000000	Walnut Valley Unified	$1,390,466	$93	$958,932
1554	37754160000000	Warner Unified	$35,345	$160	$27,923
1555	15638420000000	Wasco Union Elementary	$1,631,517	$455	$1,302,354

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1556	15638590000000	Wasco Union High	$713,316	$408	$608,252
1557	10625130000000	Washington Colony Elementary	$207,683	$486	$174,414
1558	10767780000000	Washington Unified	$1,992,209	$759	$1,750,001
1559	57726940000000	Washington Unified	$2,300,232	$309	$1,775,698
1560	27662330000000	Washington Union Elementary	$39,102	$41	$26,756
1561	50755720000000	Waterford Unified	$638,869	$367	$521,043
1562	19647336114912	Watts Learning Center	$152,384	$405	$148,438
1563	19647330120527	Watts Learning Center Charter Middle	$146,567	$426	$144,488
1564	49709950000000	Waugh Elementary	$52,915	$56	$28,093
1565	54722640000000	Waukena Joint Union Elementary	$102,315	$398	$79,591
1566	24658620000000	Weaver Union	$1,573,282	$571	$1,376,923
1567	47704820000000	Weed Union Elementary	$160,582	$658	$123,140
1568	07617960000000	West Contra Costa Unified	$9,773,927	$340	$7,187,423
1569	19650940000000	West Covina Unified	$1,860,630	$201	$1,502,115
1570	10625390000000	West Park Elementary	$201,960	$307	$165,967
1571	49710010000000	West Side Union Elementary	$15,864	$94	$10,723
1572	49706070000000	West Sonoma County Union High	$44,077	$0	$0
1573	19101990127274	Westchester Secondary Charter	$53,400	$255	$52,589
1574	31669510000000	Western Placer Unified	$1,046,235	$156	$874,203
1575	30667460000000	Westminster	$3,214,747	$331	$2,214,594
1576	13632300000000	Westmorland Union Elementary	$247,558	$681	$206,044
1577	10625470000000	Westside Elementary	$195,103	$812	$161,790
1578	19647330121012	Westside Innovative School House	$1,114	$0	$0
1579	19647330129379	Westside Innovative School House Charter Middle	$405	$0	$0
1580	19651020000000	Westside Union Elementary	$925,720	$103	$720,109

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1581	18642041830132	Westwood Charter	$3,931	$0	$0
1582	18642040000000	Westwood Unified	$115,293	$594	$91,556
1583	58727510000000	Wheatland	$343,184	$256	$280,435
1584	58727690000000	Wheatland Union High	$85,150	$115	$73,795
1585	45701690000000	Whitmore Union Elementary	$29,648	$956	$24,900
1586	19651100000000	Whittier City Elementary	$1,706,590	$401	$1,303,211
1587	19651280000000	Whittier Union High	$2,284,955	$175	$1,881,687
1588	19651360000000	William S. Hart Union High	$448,344	$0	$0
1589	06616220000000	Williams Unified	$213,183	$155	$167,610
1590	23656232330363	Willits Charter	$34,604	$268	$33,422
1591	23656230125658	Willits Elementary Charter	$32,388	$233	$31,848
1592	21654746118491	Willow Creek Academy	$57,962	$162	$54,836
1593	47704900000000	Willow Creek Elementary	$18,463	$473	$16,309
1594	35675790000000	Willow Grove Union Elementary	$469	$26	$0
1595	11626610000000	Willows Unified	$576,803	$399	$432,405
1596	49710190000000	Wilmar Union Elementary	$30,800	$131	$21,953
1597	19651510000000	Wilsona Elementary	$675,850	$521	$592,281
1598	49753580000000	Windsor Unified	$561,816	$106	$361,370
1599	51714560000000	Winship-Robbins	$30,488	$159	$28,484
1600	57727020000000	Winters Joint Unified	$333,195	$216	$198,748
1601	24658700000000	Winton	$1,039,865	$551	$823,430
1602	19768690000000	Wiseburn Unified	$159,838	$61	$97,913
1603	15101570119669	Wonderful College Prep Academy	$240,026	$364	$223,635
1604	54767940000000	Woodlake Unified	$1,239,096	$527	$1,034,201
1605	57727100000000	Woodland Joint Unified	$2,255,902	$226	$1,642,896

Number	CDS Code	LEA Name	Total 2014–15 ConApp Entitlement	2014–15 Total Entitlement Per Student	Total 2014–15 Title I Entitlement
1606	41690880000000	Woodside Elementary	$16,147	$36	$9,488
1607	54722980000000	Woodville Union Elementary	$495,498	$1,030	$389,221
1608	36678760126714	Woodward Leadership Academy	$16,478	$169	$16,196
1609	49710350000000	Wright Elementary	$246,505	$152	$148,778
1610	19647336119929	Xinaxcalmecac Academia Semillas del Pueblo	$143,541	$558	$141,492
1611	34674390121665	Yav Pem Suab Academy - Preparing for the Future Charter	$172,960	$408	$151,786
1612	57105790000000	Yolo County Office of Education	$261,248	$1,353	$259,512
1613	20764140000000	Yosemite Unified	$334,906	$171	$290,016
1614	19647330132126	YPI Valley Public Charter High	$0	$0	$0
1615	47705080000000	Yreka Union Elementary	$486,318	$494	$445,188
1616	47705160000000	Yreka Union High	$181,281	$251	$154,405
1617	51714645130125	Yuba City Charter	$59,779	$303	$52,927
1618	51714640000000	Yuba City Unified	$3,620,828	$282	$2,884,368
1619	58105870000000	Yuba County Office of Education	$217,380	$3,952	$191,924
1620	58105870117242	Yuba Environmental Science Charter Academy	$30,885	$296	$30,227
1621	36679590000000	Yucaipa-Calimesa Joint Unified	$1,948,408	$219	$1,669,990

Total ConApp entitlement funds for districts receiving regular approval: $1,964,787,298

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-01

California Department of Education
Executive Office
SBE-007 Federal (REV. 02/2014)

ITEM #W-01

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **Federal Waiver**

SUBJECT Request by five school districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270). Waiver Numbers: Acton-Agua Dulce Unified School District Fed-14-2015 Carter G. Woodson Public Charter Fed-17-2015 W. E. B. DuBois Public Charter School Fed-18-2015 Wheatland Union High School District Fed-15-2015 Willits Unified School District Fed-16-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

The California Department of Education recommends approval to waive the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act), Public Law 109-270 Section 131(c)(1), which requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other agencies. If they are unable to do so, under Section 131(c)(2), they may waive the consortium requirement if the LEA is in a rural, sparsely populated area, thus allowing the districts to meet the needs of their students.

Authority for Waiver: Federal Waiver Authority (Public Law 109-270) Section 131(c)(2).

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF KEY ISSUES

The criterion for qualifying for this waiver is demonstration that the LEAs cannot form or join a consortium that handles the Perkins funds. There are no other districts in the local area willing to join in a consortium. Districts are located in various rural counties and have student populations ranging from 345 to 1,992. Districts are seeking waivers to

function independently in order to meet the needs of the students in the district.

Local board approval date(s): Various

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Section 131(c)(1) of the Perkins Act requires LEAs whose allocations are less than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(c)(2) of the Perkins Act permits states to waive the consortium agreement if the LEA is in a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs, and is unable to join a consortium.

The State Board of Education (SBE) Waiver Policy #01-01: Carl D. Perkins Career and Technology Education Improvement Act: Consortium Requirement for Minimum Allocation, available at http://www.cde.ca.gov/re/lr/wr/documents/perkinspolicyr.doc, has criteria defining rural that are specifically tied to the National Center for Education Statistics (NCES) Locale Codes numbers 23, 31, 32, 33, 41, 42, or 43.

The SBE has approved all waivers of this statute that have been presented to it to date.

Demographic Information:

Acton-Agua Dulce Unified School District has a student population of 1,542 and is located in a Rural: Fringe (41) area in Los Angeles County.

Carter G. Woodson Public Charter has a high school student population of 345 and is located in a City: Large (11) area in Fresno County. The waiver rule still applies due to the school being a recognized public charter school operating secondary vocational and technical education programs.

W. E. B. DuBois Public Charter School has a high school student population of 402 and is located in a City: Large (11) area in Fresno County. The waiver rule still applies due to the school being a recognized public charter school operating secondary vocational and technical education programs.

Wheatland Union High School District has a student population of 713 and is located in a Rural: Fringe (41) area in Yuba County.

Willits Unified School District has a student population of 1,992 and is located in a Town: Remote (33) area in Mendocino County.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable these districts to receive an annual Perkins Act allocation that is listed on Attachment 1. The waivers have no significant effect on the distribution of Perkins Act funds statewide.

ATTACHMENT(S)

Attachment 1: Districts Requesting Carl D. Perkins Career and Technical Education Waivers (1 page)

Attachment 2: Acton-Agua Dulce Unified School District Federal Waiver Request Fed-14-2015 for Vasquez High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Carter G. Woodson Public Charter Federal Waiver Request Fed-17-2015 for Carter G. Woodson Public Charter School (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: W. E. B. DuBois Public Charter School Federal Waiver Request Fed-18-2015 for W. E. B. DuBois Public Charter School (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Wheatland Union High School District Federal Waiver Request Fed-15-2015 for Wheatland Union High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: Willits Unified School District Federal Waiver Request Fed-16-2015 for Willits High School (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Districts Requesting Carl D. Perkins Career and Technical Education Waivers

Waiver Number	District	Period of Request	Local Board Approval Date	NCES Locale Code	Demographic Information	Perkins Act Allocation
Fed-14-2015	Acton-Agua Dulce Unified School District for Vasquez High School	**Requested:** July 1, 2015 to June 30, 2019 **Recommended:** July 1, 2015 to June 30, 2019	May 28, 2015	41	Student population of 1,542 located in Los Angeles County	$11,761.00
Fed-17-2015	Carter G. Woodson Public Charter for Carter G. Woodson Public Charter School	**Requested:** July 1, 2015 to June 30, 2019 **Recommended:** July 1, 2015 to June 30, 2019	June 26, 2015	11	Student population of 345 located in Fresno County	$6,849.00
Fed-18-2015	W. E. B. DuBois Public Charter School for W. E. B. DuBois Public Charter School	**Requested:** July 1, 2015 to June 30, 2019 **Recommended:** July 1, 2015 to June 30, 2019	June 26, 2015	11	Student population of 402 located in Fresno County	$8,742.00
Fed-15-2015	Wheatland Union High School District for Wheatland Union High School	**Requested:** July 1, 2015 to June 30, 2019 **Recommended:** July 1, 2015 to June 30, 2019	June 16, 2015	41	Student population of 713 located in Yuba County	$13,475.00
Fed-16-2015	Willits Unified School District for Willits High School	**Requested:** July 1, 2015 to June 30, 2019 **Recommended:** July 1, 2015 to June 30, 2019	May 6, 2015	33	Student population of 1,992 located in Mendocino County	$14,718.00

Created by California Department of Education
July 10, 2015

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1975309 Waiver Number: Fed-14-2015 Active Year: 2015

Date In: 6/2/2015 2:07:27 PM

Local Education Agency: Acton-Agua Dulce Unified School District
Address: 32248 North Crown Valley Rd.
Acton, CA 93510

Start: 7/1/2015 End: 6/30/2019

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or *CCR* to Waive: 131s - We do not meet the minimum $15000 amount for allocation.

Outcome Rationale: Because of our low enrollment and rural location we are required to file a waiver as we do not meet the minimum allocation amount of $15000. Attached email from California Department of Education Programs Consultant, Sherry D. Davis, indicated the need for the waiver to qualify for 2015-16 funding in the amount of $11,761.

Student Population: 390

City Type: Rural

NCES Code: 41

Local Board Approval Date: 5/28/2015

Submitted by: Mr. Ty Devoe
Position: Principal
E-mail: tdevoe@aadusd.k12.ca.us
Telephone: 661-269-0451 x401
Fax: 661-269-5325

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1062166 Waiver Number: Fed-17-2015 Active Year: 2015

Date In: 6/30/2015 7:24:25 PM

Local Education Agency: Carter G. Woodson Public Charter
Address: 2309 Tulare St.
Fresno, CA 93721

Start: 7/1/2015 End: 6/30/2019

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or *CCR* to Waive: U.S. Code, Section 2351(c)(1) and (2) or [P.L. 109-270 Section 131(c)(1) and (2)]
(c) Minimum Allocation
(1) In general
Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater that $15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.
(2) Waiver
The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency --
(A)(i) is located in a rural, sparsely populated area, or
(ii) is a public charter school operating a secondary school career and technical educational program; and
(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part (20 U.S.C.A. § 2351 et seq.)

Outcome Rationale: Carter G. Woodson is a charter and it is necessary do to size under the codes mentioned above we receive a waiver.

Student Population: 401

City Type: Urban

NCES Code: 31

Local Board Approval Date: 6/26/2015

Submitted by: Ms. Linda Washington
Position: Charter Director
E-mail: lwashington@agapeschools.org
Telephone: 559-230-3073 x4103
Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1076778 Waiver Number: Fed-18-2015 Active Year: 2015

Date In: 6/30/2015 7:31:33 PM

Local Education Agency: W.E.B. DuBois Public Charter School
Address: 930 Westacre Rd.
West Sacramento, CA 95691

Start: 7/1/2015 End: 6/30/2019

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or *CCR* to Waive: U.S. Code, Section 2351(c)(1) and (2) or [P.L. 109-270 Section 131(c)(1) and (2)]
(c) Minimum Allocation
(1) In general
Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater that $15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.
(2) Waiver
The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency --
(A)(i) is located in a rural, sparsely populated area, or
(ii) is a public charter school operating a secondary school career and technical educational program; and
(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part (20 U.S.C.A. § 2351 et seq.)

Outcome Rationale: W.E.B. DuBois is a charter and due to the size and regulations mention above we are required to obtain a waiver.

Student Population: 387

City Type: Rural

NCES Code: 23

Local Board Approval Date: 6/26/2015

Submitted by: Ms. Linda Washington
Position: Charter Director
E-mail: lwashington@agapeschools.org
Telephone: 559-230-3073 x4103
Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 5872769 Waiver Number: Fed-15-2015 Active Year: 2015

Date In: 6/18/2015 6:58:14 AM

Local Education Agency: Wheatland Union High School District
Address: 1010 Wheatland Rd.
Wheatland, CA 95692

Start: 7/1/2015 End: 6/30/2019

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or *CCR* to Waive: U.S. Code, Section 2351(c)(1) and (2) or [P.L. 109-270 Section 131(c)(1) and (2)]
(c) Minimum Allocation
[(1) In general
Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater that $15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.]

Outcome Rationale: WUHSD now receives less than $15,000.00 for its Perkins Grant. Under P.L. 109-270 Section 131(c)(2), WUHSD qualifies as a rural school district and is therefore eligible to submit a waiver to receive an allocation of less than $15,000.00. The waiver is necessary to receive Perkins funds that will allow us to purchase supporting materials and equipment that enhance our agricultural and career technical education programs.

Student Population: 692

City Type: Rural

NCES Code: 42

Local Board Approval Date: 6/16/2015

Submitted by: Ms. Lynne Tafoya
Position: Administrator of Educational Services
E-mail: ltafoya@wheatlandhigh.org
Telephone: 530-633-3100 x126
Fax: 530-633-3109

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 2365623 Waiver Number: Fed-16-2015 Active Year: 2015

Date In: 6/24/2015 11:16:34 AM

Local Education Agency: Willits Unified School District
Address: 1277 Blosser Ln.
Willits, CA 95490

Start: 7/1/2015 End: 6/30/2019
Waiver Renewal: Y
Previous Waiver Number: Fed-71-2011-W-07 Previous SBE Approval Date: 3/8/2012

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or *CCR* to Waive: Willits High School is applying to waive edcode *EC* Section: PL 109-270 Section 131(c) (1) and *EC* Authority: PL 109-270 Section 131(c) (2). The California Department of Education recommends approval to waive the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act), Public Law 109-270 Section 131(c)(1) which requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other agencies. If they are unable to do so, under Section 131(c)(2), they may waive the consortium requirement if the LEA is in a rural, sparsely populated area, thus allowing the districts to meet the needs of their students.

Outcome Rationale: Willits USD is seeking the federal grant for CTE, Carl D. Perkins to support our Wood Technologies Pathway, Ag Pathway, Health Pathway, and Office Occupations Pathway, sectors to improve, enhance and expand that career pathway. By receiving this grant and waiver approval we can implement a more rigorous and relevant CTE pathway for our students to complete and prepare them for the career and college readiness once they complete the pathway. Since this is a supplemental grant, district, local, state and other funds will continue to be used on the CTE pathway and the federal funds will only be used to supplement not supplant the CTE pathway. Onsite technical assistance, regional Perkins meetings, CTE meetings, and other professional development for CTE teachers will also be made available by our assigned CDE Perkins consultant for continued support.

Student Population: 416

City Type: Rural

NCES Code: 33

Local Board Approval Date: 5/6/2015

Submitted by: Mr. Robert Chavez
Position: Principal
E-mail: robertchavez@willitsunified.com
Telephone: 707-459-7700 x1510
Fax: 707-459-7862

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-02

ITEM #W-02

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by **Shasta Union High School District** for a renewal to waive *California Code of Regulations*, Title 5, Section 3043(d), which requires a minimum of 20 school days of attendance of four hours each for an extended school year (summer school) for special education students. Waiver Number: 24-4-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

The local educational agency (LEA) requests to be allowed to provide instruction in fewer than the 20 days required by law for extended school year (ESY). The LEA proposes an alternate schedule that will allow them to provide the minimum number of hours required but in fewer days.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

An approval may be granted to waive the 20-day ESY requirement with the condition that 80 hours or more of instruction be provided (a minimum of 76 hours of instruction may be provided if a holiday is included.) Also, special education and related services offered during the extended year period, must be comparable in standards, scope, and quality to the special education program offered during the regular academic year, as required by *California Code of Regulations*, Title 5, Section 3043(d).

SUMMARY OF KEY ISSUES

The Shasta Union High School District proposes to provide ESY services utilizing a 15-day model over a four week period of 5.5 hours per day, providing the same number of instructional hours equal to the traditional 20-day calendar, including holidays. The Shasta Union High School District believes that an increase in daily instructional time

over a period of 15 days will result in savings in the following areas: utilities, custodial services, food services, payroll, and clerical costs.

The requirements of the previous waiver were met.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In the past, the SBE approved waivers to allow school districts to provide the required minimum amount of instruction in fewer days during the ESY for special education students.

Extended school year is the term for the education of special education students "between the close of one academic year and the beginning of the next," similar to a summer school. It must be provided for each individual with exceptional needs whose individualized education program (IEP) requires it. LEAs may request a waiver to provide an ESY program for fewer days than the traditional model.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Extended School Year Summary Table (1 page)

Attachment 2: Shasta Union High School District General Waiver Request 24-4-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Extended School Year Summary Table

Waiver Number	District	Period of Request	Demographics	Local Board and Public Hearing Approval Date	Bargaining Unit, Representative Consulted, Date, and Position	Public Hearing Advertised	Advisory Committee or Site Council Consulted/ Date
24-4-2015	Shasta Union High School District	**Requested:** 6/10/2015 to 6/30/2015 **Recommended:** 6/10/2015 to 6/30/2015	**Student population:** 4,500 **Area:** Rural **County:** Shasta	4/21/2015	Shasta Secondary Education Association, Tom Roberts President 2/12/2015 **Support**	Notice posted on the District Web site and at the specific school	Enterprise High School, Schoolsite Council 3/2/2015 **No objection**

Created by California Department of Education
June 30, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4570136 Waiver Number: 24-4-2015 Active Year: 2015

Date In: 4/30/2015 1:55:04 PM

Local Education Agency: Shasta Union High School District
Address: 2200 Eureka Way, Ste. B
Redding, CA 96001

Start: 6/10/2015 End: 6/30/2015

Waiver Renewal: Y
Previous Waiver Number: 11-4-2014-W-01 Previous SBE Approval Date: 7/10/2014

Waiver Topic: Special Education Program
Ed Code Title: Extended School Year (Summer School)
Ed Code Section: CCR, Title 5, Section 3043(d)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: Extended school year services shall be provided, in accordance with 34 C.F.R. section 300.106, for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the IEP team determines the need for such a program and includes extended school year in the IEP pursuant to subdivision (e).

Outcome Rationale: The Shasta Union High School District is respectfully requesting to provide ESY services using a 15 day model of 5.5 hours of instructional time. Fewer ESY days will result in savings in the following areas: utilities, custodial, food services, payroll and clerical costs.

Student Population: 4500

City Type: Rural

Public Hearing Date: 3/2/2015
Public Hearing Advertised: Posted on the District and School web site and at the specific school

Local Board Approval Date: 4/21/2015

Community Council Reviewed By: Enterprise High School, School Site Council

Community Council Reviewed Date: 3/2/2015
Community Council Objection: N
Community Council Objection Explanation Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Timothy Calkins
Position: Director of Special Education
E-mail: tcalkins@suhsd.net
Telephone: 530-241-3261 x10540
Fax: 530-245-2631

Bargaining Unit Date: 02/12/2015
Name: Shasta Secondary Education Association
Representative: Tom Roberts
Title: President
Position: Support
Comments:

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-03

California Department of Education
Executive Office
SBE-006 Specific (REV. 02/2014)

ITEM #W-03

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **Specific Waiver**

SUBJECT

Request by six local educational agencies under the authority of California *Education Code* (*EC*) Section 56101 and *California Code of Regulations,* Title 5, Section 3100, to waive *Education Code* Section 56362(c). Approval of this waiver will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).

Waiver Numbers: Lakeside Union Elementary School District 11-6-2015
Pacifica School District 11-5-2015
Pacifica School District 13-5-2015
Poway Unified School District 28-5-2015
Poway Unified School District 29-5-2015
San Ramon Valley Unified School District 22-5-2015
San Ramon Valley Unified School District 23-5-2015
Santa Maria-Bonita School District 19-6-2015
Union Elementary School District 8-5-2015
Union Elementary School District 10-5-2015

☒ **Action**

☒ **Consent**

SUMMARY OF THE ISSUE(S)

The local educational agencies (LEAs) request to increase the caseload of resource specialists from the maximum allowed caseload of 28 students to 32 students.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends approval with the following conditions: the district(s) must provide each resource specialist instructional aide time of at least five hours daily whenever the resource specialists' caseloads exceed the

statutory maximum caseload of 28 students by no more than four students (32 maximum), during the waiver's effective period, per *California Code of Regulations*, Title 5 (*5 CCR*), Section 3100(d)(2).

SUMMARY OF KEY ISSUES

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with general education programs for students.

Before recommending approval, the existing complaint/compliance database for any district requesting a caseload waiver is examined. If it appears that a particular LEA is requesting large numbers of waivers, or upon complaint from an individual resource specialist alleging that waiver conditions are not being followed, referrals are made to the Special Education Division for follow-up.

The Lakeside Union Elementary School District requests to increase the caseload of Amber Fitzpatrick, resource specialist teacher at Lakeside Middle School. The CDE recommends approval with conditions. A waiver request for a resource specialist caseload to be increased was approved for the District last school year. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. The teacher agreed to the waiver, and will receive the required amount of instructional aide time.

The Pacifica School District requests to increase the caseloads of resource specialist teachers Michael Bobrowicz at Vallemar School (11-5-2015), and Natalie Abinante at Ocean Shore School (13-5-2015). The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to these schools exceeding the maximum resource specialist program caseload of 28 students. Both teachers agreed to the waivers, and will receive the required amount of instructional aide time.

The Poway Unified School District requests to increase the caseloads of resource specialist teachers Ana Collins at Valley Elementary School (28-5-2015), and Helen Munroe at Del Sur Elementary School (29-5-2015). The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. Both teachers agreed to the waivers, and will receive the required amount of instructional aide time.

The San Ramon Valley Unified School District requests to increase the caseloads of resource specialist teachers Katherine Richards at California High School (22-5-2015), and Cynthia Oji-Marchese at Dougherty Valley High School (23-5-2015). The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. Both teachers agreed to the waivers, and will receive the required amount of instructional aide time.

The Santa Maria-Bonita School District requests to increase the caseloads of resource specialist teachers Tiffany Marquez at Adam Elementary School, Deborah Simpson at Miller Elementary School, and Julie Hanson at Rice Elementary School. The CDE recommends approval with conditions. The director of special education has asked each teacher to review the request, answer a series of questions, and mark their agreement or disagreement on the form. The director has retained a signed copy of teachers' agreement. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. The teachers will receive the required amount of aide time with the waiver.

The Union Elementary School District requests to increase the caseloads of resource specialist teachers Karen de Castro at Lietz Elementary School (8-5-2015), and Paula Ramos at Carlton Elementary School (10-5-2015). The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. Both teachers agreed to the waivers, and will receive the required amount of instructional aide time.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 allows the State Board of Education (SBE) to waive any provision of *EC* or regulation if the waiver is necessary or beneficial when implementing a student IEP. Title 5 *CCR* specifically allows the SBE to approve waivers for resource specialists providing special education services to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied:

1) The requesting agency demonstrates to the satisfaction of the SBE that: (A) the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (B) the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.

2) The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever that resource specialist's caseload exceeds the statutory maximum during the waiver's effective period.

3) The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their individualized education programs.

4) The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs participated in the waiver's development.

5) The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (A) the resource specialist's pupil contact time and other assigned duties; and (B) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs.

The SBE receives about a dozen waivers of this type each year, and approximately 90 percent are approved. Due to the nature of this type of waiver, they are almost always retroactive.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver(s) approval.

ATTACHMENT(S)

Attachment 1: Summary Table (5 pages)

Attachment 2: Lakeside Union Elementary School District–Lindo Park School Specific Waiver Request 11-6-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Pacifica School District–Vallemar School Specific Waiver Request 11-5-2015 (4 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Pacifica School District–Ocean Shore School Specific Waiver Request 13-5-2015 (4 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Poway Unified School District–Valley Elementary School Specific Waiver Request 28-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: Poway Unified School District–Del Sur Elementary School Specific Waiver Request 29-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 7: San Ramon Valley Unified School District–California High School Specific Waiver Request 22-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 8: San Ramon Valley Unified School District–Doughterty Valley High School Specific Waiver Request 23-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 9: Santa Maria-Bonita School District–Adam Elementary School, Miller Elementary School, Liberty Santa Maria School, Rice Elementary School Specific Waiver Request 19-6-2015 (11 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 10: Union Elementary School District–Carlton Elementary School Specific Waiver Request 8-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 11: Union Elementary School District–Lietz Elementary School Specific Waiver Request 10-5-2015 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Resource Specialist Program Summary Table

Waiver Number	School District, School	Name of Teacher, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
11-6-2015	Lakeside Union Elementary School District, Lindo Park School	Amber Fitzpatrick **Yes**	No	**Current:** 15 hours per week **If Approved:** 20 hours a week	**Student Population:** 5,015 **Area:** Suburban **County:** San Diego	**Requested:** May 15, 2015 to June 19, 2015 **Recommended:** May 15, 2015 to June 19, 2015	6/11/15	Lakeside Teachers Association, Thomas Thompson President 6/1/2015 **Support**
11-5-2015	Pacifica School District, Vallemar School	Michael Bobrowicz **Yes**	Yes	**Current:** 5.5 hours per day **If Approved:** 8.5 hours per day	**Student Population:** 3,259 **Area:** Small **County:** San Mateo	**Requested:** March 27, 2015 to June 17, 2015 **Recommended:** March 27, 2015 to June 17, 2015	5/6/15	Laguna Salada Education Association, Debbie Lyttle President 4/24/15 **Neutral**

Waiver Number	School District, School	Name of Teacher, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
13-5-2015	Pacifica School District, Ocean Shore School	Natalie Abinante **Yes**	No	**Current:** 5.5 hours per day **If Approved:** 8.5 hours per day	**Student Population:** 3,259 **Area:** Small **County:** San Mateo	**Requested:** March 2, 2015 to June 17, 2015 **Recommended:** March 2, 2015 to June 17, 2015	4/1/15	Laguna Salada Education Association, Patty McNally Bargaining Team Member 3/23/15 **Neutral**
28-5-2015	Poway Unified School District, Valley Elementary School	Ana Collins **Yes**	No	**Current:** 25 hours per week **If Approved:** 30 hours a week	**Student Population:** 35,629 **Area:** Suburban **County:** San Diego	**Requested:** April 17, 2015 to June 11, 2015 **Recommended:** April 17, 2015 to June 11, 2015	5/18/15	Poway Federation of Teachers, Candy Smiley President 4/17/2015 **Neutral**

Waiver Number	School District, School	Name of Teacher, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
29-5-2015	Poway Unified School District, Del Sur Elementary School	Helen Munroe **Yes**	No	**Current:** 25 hours per week **If Approved:** 30 hours a week	**Student Population:** 35,629 **Area:** Suburban **County:** San Diego	**Requested:** April 17, 2015 to June 11, 2015 **Recommended:** April 17, 2015 to June 11, 2015	5/18/15	Poway Federation of Teachers, Candy Smiley President 4/17/2015 **Neutral**
22-5-2015	San Ramon, Valley Unified School District, California High School	Katherine Richards **Yes**	No	**Current:** 29 hours per week **If Approved:** 29 hours per week	**Student Population:** 31,846 **Area:** Suburban **County:** Contra Costa	**Requested:** April 10, 2015 to June 11, 2015 **Recommended:** April 10, 2015 to June 11, 2015	5/12/15	San Ramon Valley Education Association, Ann Katzburg President 5/5/2015 **Support**

Waiver Number	School District, School	Name of Teacher, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
23-5-2015	San Ramon, Valley Unified School District, Dougherty Valley High School	Cynthia Oji-Marchese **Yes**	No	**Current:** 24 hours per week **If Approved:** 29 per week	**Student Population:** 31,846 **Area:** Suburban **County:** Contra Costa	**Requested:** April 26, 2015 to June 11, 2015 **Recommended:** April 26, 2015 to June 11, 2015	5/12/15	San Ramon Valley Education Association, Ann Katzburg President 5/5/2015 **Support**
19-6-2015	Santa Maria-Bonita School District, Adam Elementary, Miller Elementary, Rice Elementary	Tiffany Marquez **Yes** Deborah Simpson **Yes** Julie Hanson **Yes**	No	**All are daily hours** **Current:** 7 hours **If Approved:** 9 hours **Current:** 3 hours **If Approved:** 6 hours **Current:** 3 hours **If Approved:** 5 hours	**Student Population:** 16,000 **Area:** Small **County:** Santa Barbara	**Requested:** March 12, 2015 to June 11, 2015 **Recommended:** March 12, 2015 to June 11, 2015	6/17/15	Santa Maria Elementary Education Association, Jose Segura President 6/4/15 **Oppose**

Waiver Number	School District, School	Name of Teacher, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
8-5-2015	Union Elementary School District, Lietz Elementary School	Karen de Castro **Yes**	No	**Current:** 30 hours per week **If Approved:** 39 hours a week	**Student Population:** 5,644 **Area:** Urban **County:** Santa Clara	**Requested:** May 21, 2015 to June 11, 2015 **Recommended:** May 21, 2015 to June 11, 2015	5/11/15	Union District Educators Association, Mary Martin President 4/08/2015 **Support**
10-5-2015	Union Elementary School District, Carlton Elementary School	Paula Ramos **Yes**	No	**Current:** 30 hours per week **If Approved:** 39 hours a week	**Student Population:** 5,644 **Area:** Urban **County:** Santa Clara	**Requested:** May 14, 2015 to June 11, 2015 **Recommended:** May 14, 2015 to June 11, 2015	5/11/15	Union District Educators Association, Mary Martin President 4/22/2015 **Support**

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768189 Waiver Number: 11-6-2015 Active Year: 2015

Date In: 6/16/2015 11:04:29 AM

Local Education Agency: Lakeside Union Elementary School District
Address: 12335 Woodside Avenue
Lakeside, CA 92040

Start: 5/15/2015 End: 6/19/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: A school district, SELPA, County Office of Education or any other public agency providing special education or related services may request the State Board of Education grant a waiver of the maximum resource specialist set forth in *EC* Section 56362(c)...

Outcome Rationale: On May 15th, Amber Frizpatrick informed me that her caseload went up to 29. We increased her instructional aide support and initiated the waiver process.

Student Population: 5015

City Type: Suburban

Local Board Approval Date: 6/11/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Natalie Winspear
Position: Director of Special Education
E-mail: nwinspear@lsusd.net
Telephone: 619-390-2620 x 2624
Fax: 619-390-2597

Bargaining Unit Date: 06/01/2015
Name: Lakeside Teacher's Association
Representative: Thomas Thompson
Title: LTA Rep
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Lakeside Union School District

2. Name of Resource Specialist*: Amber Fitzpatrick

3. School / District Assignment: Lindo Park School

4. Status: Permanent __X__ Probation ____ Temporary ___

5. Number of students __29___ (Caseload) proposed number of students __32__

6. Full time Equivalent (FTE%): _1.0____

7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours _6___

8. Average number of students per hour taught: _5.3_____

9. Indicate amount of Instructional Aide time: _5 additional, 20 total__ (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    RSP teacher has assured me that she will notify us immediately if she feels any student in the program is being hindered by this increase.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    With only 4 weeks left in the school year and a high number of pending assessments, one RSP teacher has exceeded her caseload by 2 students. There is a plan in place to ensure caseload of 28 or less for the 2015-2016 school year.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    We have reviewed anticipated caseload sizes and have a plan for additional staff and compliant sizes for the 15-16 school year.

Administrator/Designee Name and Title: Natalie WInspear

Telephone number (and extension): 619.390.2620

Date: _6/17/15____

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Amber Fitzpatrick
Assigned at: Lindo Park School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, all students will receive all services called for in their IEPs. With the increase in IA time, I can meet service needs.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, I can manage the excess caseload with additional instructional aide time while still maintaining adequate student contact time.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

   ☐ I did not have a student caseload of more than 28 during the last school year.

   ☒ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes X___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: _15__ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? __20__ total hours after increase.

X I hereby certify that the information provided on this application is true and correct (please initial).

Date: __6/18/15___

Telephone number (and extension): 619.390.2656 x 6538____

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4168932 Waiver Number: 11-5-2015 Active Year: 2015

Date In: 5/14/2015 3:58:35 PM

Local Education Agency: Pacifica School District
Address: 375 Reina del Mar Ave.
Pacifica, CA 94044

Start: 3/27/2015 End: 6/17/2015

Waiver Renewal: Y
Previous Waiver Number: 9-4-2014-W-03 Previous SBE Approval Date: 7/10/2014

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362 (c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: No Resource Specialist shall have a caseload that exceeds 28 students.

Outcome Rationale: The Resource Specialists caseload will increase to over 28 during the school year.

Student Population: 3259

City Type: Small

Local Board Approval Date: 5/6/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Ray Avila
Position: Associate Superintendent
E-mail: ravila@pacificasd.org
Telephone: 650-738-6627
Fax:

Bargaining Unit Date: 04/24/2015
Name: Laguna Salada Education Association
Representative: Debby Lyttle
Title: LSEA President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: **San Mateo County/Pacifica School District**

2. Name of Resource Specialist*: **Michael Bobrowicz**

3. School / District Assignment: **Vallemar/Pacifica**

4. Status: Permanent **XX** Probation ____ Temporary ___

5. Number of students **28** (Caseload) proposed number of students **32**

6. Full time Equivalent (FTE%): **1.0**

7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours **6.5**

8. Average number of students per hour taught: **6-10 per hour**

9. Indicate amount of Instructional Aide time: **8** (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    Allocation of staff and resources are sufficient to meet the IEP needs

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    Unexpected caseload exceeding 28 at this time of the school year.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    If RSP caseload exceeds 28 by the time waiver expires, there will be an increase of RSP support allocated to this specific school site.

Administrator/Designee Name and Title**:** **Ray Avila, Ed.D, Associate Superintendent**

Telephone number (and extension): **650-738-6627**

Date: **April 20, 2015**

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: **Michael Bobrowicz**
Assigned at: **Vallemar School**

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Delivery of services, case management, etc. with expanded caseload will be accomplished by realigned scheduling, one student increases in group size (e.g. from three to four students in a group), adjustments to instructional strategies. Curriculum levels taught during any one session are not increasing, nor is age span.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes. Other assigned duties decreased to allow sufficient student contact time. Additions to caseload fit into existing groups based on age, academic situation, IEP goals so there is no incremental preparation time involved. Classroom has sufficient materials/supplies (books, technology access, etc.) to accommodate caseload increase.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

5. Indicate a check mark in the appropriate box:

   ☐ I did not have a student caseload of more than 28 during the last school year.

   ☒ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes **XX** No ___
   (b) Specify which months / weeks you were over caseload: From **3-2014** to **6-2014**
   (c) Other pertinent information: ____

   ☒ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: **5.5** hours (prior to increased caseload).

7. Any additional Aide time with this waiver? **3** total hours after increase.

mb I hereby certify that the information provided on this application is true and correct (please initial).

Date: **4/20/2015**

Telephone number (and extension): **650-738-6655**

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4168932 Waiver Number: 13-5-2015 Active Year: 2015

Date In: 5/14/2015 4:18:41 PM

Local Education Agency: Pacifica School District
Address: 375 Reina del Mar Ave.
Pacifica, CA 94044

Start: 3/2/2015 End: 6/17/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: No Resource Specialist shall have a caseload that exceeds 28 students.

Outcome Rationale: The Resource Specialists caseload will increase to over 28 during the school year.

Student Population: 3259

City Type: Small

Local Board Approval Date: 4/1/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Ray Avila
Position: Associate Superintendent
E-mail: ravila@pacificasd.org
Telephone: 650-738-6627
Fax:

Bargaining Unit Date: 03/23/2015
Name: Laguna Salada Education Association
Representative: Patty McNally
Title: Bargaining Team Member
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: **San Mateo County/Pacifica School District**

2. Name of Resource Specialist*: **Natalie Abinante**

3. School / District Assignment: **Ocean Shore/Pacifica**

4. Status: Permanent ___ Probation **XX** Temporary ___

5. Number of students **28** (Caseload) proposed number of students **32**

6. Full time Equivalent (FTE%): **1.0**

7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours **6.5**

8. Average number of students per hour taught: **6-10 per hour**

9. Indicate amount of Instructional Aide time: **8** (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    Allocation of staff and resources are sufficient to meet the IEP needs

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    Unexpected caseload exceeding 28 at this time of the school year.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    If RSP caseload exceeds 28 by the time waiver expires, there will be an increase of RSP support allocated to this specific school site.

Administrator/Designee Name and Title**:** **Ray Avila, Ed.D, Associate Superintendent**

Telephone number (and extension): **650-738-6627**

Date: **February 23, 2015**

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: **Natalie Abinante**
Assigned at: **Ocean Shore School**

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Delivery of services, case management, etc. with expanded caseload will be accomplished by realigned scheduling, one student increases in group size (e.g. from three to four students in a group), adjustments to instructional strategies. Curriculum levels taught during any one session are not increasing, nor is age span.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes. Other assigned duties decreased to allow sufficient student contact time. Additions to caseload fit into existing groups based on age, academic situation, IEP goals so there is no incremental preparation time involved. Classroom has sufficient materials/supplies (books, technology access, etc.) to accommodate caseload increase.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: **5.5** hours (prior to increased caseload).

7. Any additional Aide time with this waiver? **3** total hours after increase.

na I hereby certify that the information provided on this application is true and correct (please initial).

Date: **3/3/2015**

Telephone number (and extension): **650-738-6650**

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768296 Waiver Number: 28-5-2015 Active Year: 2015

Date In: 5/27/2015 12:02:33 PM

Local Education Agency: Poway Unified School District
Address: 15250 Avenue of Science
San Diego, CA 92128

Start: 4/17/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: The waiver request may be up to but no more than 4 students above the statutory caseload (32 students).

Outcome Rationale: This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are provided within the general education classrooms - their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration of this waiver.

Student Population: 32

City Type: Suburban

Local Board Approval Date: 5/18/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Kathy Purcell
Position: Director of Special Education
E-mail: kpurcell@powayusd.com
Telephone: 858-521-2800 x2821
Fax: 858-485-1501

Bargaining Unit Date: 04/17/2015
Name: Poway Federation of Teachers
Representative: Candy Smiley
Title: President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Poway Unified
2. Name of Resource Specialist*: Ana Collins
3. School / District Assignment: Valley Elementary School
4. Status: Permanent X Probation ____ Temporary ___
5. Number of students 32 (Caseload) proposed number of students ____
6. Full time Equivalent (FTE%): 1.0
7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours 5
8. Average number of students per hour taught: 6
9. Indicate amount of Instructional Aide time: 5 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are provided within the general education classrooms – their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration the duration of this waiver.
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    During the current year, budget reductions were necessary to balance the District's situation and increasing costs of staffing from the general fund was not an option.
12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    At expiration of this waiver, staffing readjustments will be placed for the onset of the 2015-2016 school year.

Administrator/Designee Name and Title: Kathy Purcell, Director of Special Education

Telephone number (and extension): (858) 521-2800 extn. 2824
Date: May 28, 2015

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: __Ana Collins_
Assigned at: __Valley Elementary School_

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: _25___ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? __5__ total hours after increase.

_AC__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __May 28, 2015___

Telephone number (and extension): _(858) 487-6887___

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768296 Waiver Number: 29-5-2015 Active Year: 2015

Date In: 5/27/2015 12:10:24 PM

Local Education Agency: Poway Unified School District
Address: 15250 Avenue of Science
San Diego, CA 92128

Start: 4/17/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: The waiver request may be up to but no more than 4 students above the statutory caseload (32 students).

Outcome Rationale: This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all servies are provided within the general education classrooms - their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration of this waiver.

Student Population: 32

City Type: Suburban

Local Board Approval Date: 5/18/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Kathy Purcell
Position: Director of Special Education
E-mail: kpurcell@powayusd.com
Telephone: 858-521-2800 x2824
Fax: 858-485-1501

Bargaining Unit Date: 04/17/2015
Name: Poway Federation of Teachers
Representative: Candy Smiley
Title: President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Poway Unified
2. Name of Resource Specialist*: Helen Munroe
3. School / District Assignment: Del Sur Elementary School
4. Status: Permanent X Probation ____ Temporary ___
5. Number of students 32 (Caseload) proposed number of students ____
6. Full time Equivalent (FTE%): 1.0
7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours 5
8. Average number of students per hour taught: 6
9. Indicate amount of Instructional Aide time: 5 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are provided within the general education classrooms – their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration the duration of this waiver.
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    During the current year, budget reductions were necessary to balance the District's situation and increasing costs of staffing from the general fund was not an option.
12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    At expiration of this waiver, staffing readjustments will be placed for the onset of the 2015-2016 school year.

Administrator/Designee Name and Title: Kathy Purcell, Director of Special Education

Telephone number (and extension): (858) 521-2800 extn. 2824

Date: May 28, 2015

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Helen Munroe
Assigned at: Del Sur Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: _25___ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? __5__ total hours after increase.

_HM__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __May 28, 2015___

Telephone number (and extension): _(858) 674-6200___

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 0761804 Waiver Number: 22-5-2015 Active Year: 2015

Date In: 5/19/2015 10:09:32 AM

Local Education Agency: San Ramon Valley Unified School District
Address: 699 Old Orchard Dr.
Danville, CA 94526

Start: 4/10/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: 56362(c)

Outcome Rationale: We currently have a full time Resource Specialist and a 5.8 hour daily para-educator for our Resource Program. Due to an increase in total student enrollment, we have experienced an increase in the number of students with disabilities. We believe it is always best to keep students at their home school, whenever possible, and to provide the necessary services utilizing existing school staff. Increasing the Resource Specialist's caseload will allow us to do this. If the caseload exceeds the maximum increase of 32, we will use another Resource Specialist from a different site to provide support

Student Population: 31846

City Type: Suburban

Local Board Approval Date: 5/12/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Judith Cameron
Position: SELPA Executive Director
E-mail: jcameron@srvusd.net
Telephone: 925-552-2996
Fax:

Bargaining Unit Date: 05/05/2015
Name: San Ramon Valley Education Association (SRVEA)
Representative: Ann Katzburg
Title: President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: San Ramon Valley / San Ramon USD / Contra Costa COE

2. Name of Resource Specialist*: Katie Richards

3. School / District Assignment: California High School

4. Status: Permanent X Probation ____ Temporary ___

5. Number of students 30 (Caseload) proposed number of students 28

6. Full time Equivalent (FTE%): 1.0

7. Number of periods or hours taught by Resource Specialist: Periods 4 Hours ____

8. Average number of students per hour taught: 17

9. Indicate amount of Instructional Aide time: 0 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    All IEP services will continue to be provided for all students on Mrs. Richard's caseload up to 32 students.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    Due to a large number of new students qualifying for special education services, Mrs. Richards exceeded her caseload of 28.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    When waiver expires, on June 11, 2015, Mrs. Richards caseload will end. For the 2015/2016 school year, Mrs. Richards will start with a balanced caseload based on her FTE.

Administrator/Designee Name and Title: Sarah Wondolowski / Principal

Telephone number (and extension): 925-803-3210

Date: 4/23/15

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Katherine Richards___
Assigned at: California High School___

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Students on my caseload are (for the most part) in one of my three co-taught math classes or my Academic Studies class. The monitor and consult students haven't changed in number – the "additions" are students I see on a daily basis already. Students will continue to receive all services to which they are entitled.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   I have excellent time/management skills. Students are a priority and caseload management will not (has not) been at risk with the increased caseload.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: __29__ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? __0__ total hours after increase.

___ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __4/13/15___

Telephone number (and extension): ___803-3293__

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 0761804 Waiver Number: 23-5-2015 Active Year: 2015

Date In: 5/19/2015 10:52:21 AM

Local Education Agency: San Ramon Valley Unified School District
Address: 699 Old Orchard Dr.
Danville, CA 94526

Start: 4/26/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: 56362(c)

Outcome Rationale: We currently have a full time Resource Specialist and a 5.8 hour daily para-educator for our Resource Program. Due to an increase in total student enrollment, we have experienced an increase in the number of students with disabilities. We believe is is always best to keep students at their home school, whenever possible, and to provide the necessary services utilizing existing school staff. Increasing the Resource Specialist's caseload will allow us to do this. If the caseload exceeds the maximum increase of 32, we will use another Resource Specialist from a different site to provide support.

Student Population: 31846

City Type: Suburban

Local Board Approval Date: 5/12/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Judith Cameron
Position: SELPA Executive Director
E-mail: jcameron@srvusd.net
Telephone: 925-552-2996
Fax:

Bargaining Unit Date: 05/05/2015
Name: San Ramon Valley Education Association (SRVEA)
Representative: Ann Katzburg
Title: President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: San Ramon Valley / San Ramon USD / Contra Costa COE

2. Name of Resource Specialist*: Cyndi Oji Marchese

3. School / District Assignment: DVHS/SRVUSD RSP

4. Status: Permanent X Probation ____ Temporary ___

5. Number of students 29 (Caseload) proposed number of students 32

6. Full time Equivalent (FTE%): 1.0

7. Number of periods or hours taught by Resource Specialist: Periods 6 Hours ____

8. Average number of students per hour taught: 13 per/period

9. Indicate amount of Instructional Aide time: 5 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    All students' IEP's will be upheld by teacher based on IEP specifications.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    Due to high amount of assessment requests, and student eligibility, teacher must increase caseload to 32 to serve new students.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    DVHS currently has position posted for additional staffing and are actively pursuing recruits.

Administrator/Designee Name and Title: Kim Vaiana

Telephone number (and extension): 925-479-6400

Date: 05/04/15

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: _Cynthia Oji-Marchese__
Assigned at: __Dougherty Valley High School_

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, additional student(s) will be added to my existing Resource Support periods and I work with many of their General Education teachers currently or I have in the past.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, additional student(s) will be added to my existing Resource Support periods, and considering I have been told by administration that I will be compensated with additional pay Reflective of an additional .15 FTE, I will be able to reasonably manage the paperwork other Indirect responsibilities associated with the excess caseload after school.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: __29__ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? ____ total hours after increase.

_COM__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __4/23/15___

Telephone number (and extension): _925-479-6582____

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4269120 Waiver Number: 19-6-2015 Active Year: 2015

Date In: 6/23/2015 3:48:54 PM

Local Education Agency: Santa Maria-Bonita School District
Address: 708 South Miller St.
Santa Maria, CA 93454

Start: 3/12/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: *Education Code EC* Section 56101 and California code of regulations *CCR* Title 5, Section 3100, resource specialist caseload waiver school district, special education local plan area, county office of education, or any other public agency providing special education or related services may request the State Board of Education to grant a waiver as necessary or beneficial to either (1) to content and implementation of the pupil's individual education plan and does not abrogate any right provided individuals with exceptional needs by specified law or (2) to the agency compliance with specific federal law.

Outcome Rationale: Santa Maria-Bonita SD is growing at a rate that is difficult to keep up with the assessments of new students to the district. Over the past four years we have grown over 2,000 students and we are working very hard to serve the students of SMBSD.

Student Population: 16000

City Type: Small

Local Board Approval Date: 6/17/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Karen Andersen
Position: Director of Special Education
E-mail: kandersen@smbsd.net
Telephone: 805-361-8180 x 8180
Fax: 805-928-6369

Bargaining Unit Date: 06/04/2015
Name: Santa Maria Elementary Education Association
Representative: Jose Segura
Title: Union President
Position: Oppose
Comments: The caseload increases are predictable annual events. The district should have the staffing in place

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Santa Maria-Bonita SD

2. Name of Resource Specialist*: Tiffany Marquez

3. School / District Assignment: Adam Elementary

4. Status: Permanent ____ Probation 2 Temporary ___

5. Number of students 29 (Caseload) proposed number of students 32

6. Full time Equivalent (FTE%): 1

7. Number of periods or hours taught by Resource Specialist: Periods N/A Hours 6.5

8. Average number of students per hour taught: 9.3 RSP class / 42-co-teaching time in Ge. Ed.

9. Indicate amount of Instructional Aide time: 7 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):

    RSP teacher involved has been supporting students within a co-teaching model. IA for RSP has been increased from 3.5 hours to 7 hours per day.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):

    District has provided increased IA time to RSP and the posted position has not been filled at this time. Student movement and increased enrollment has placed an additional load on special education RSP numbers.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

    District has posted RSP position on Edjoin for 2015-2016 which they plan to fill.

Administrator/Designee Name and Title: Karen Andersen / Director of Special Education

Telephone number (and extension): 805-361-8180
Date: 3-12-15

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Tiffany Marquez
Assigned at: William Laird Adam Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, I can manage the excess caseload. I have two 3.5 hour instructional aides and I will be getting 2 hours of support from a substitute RSP teacher. Many students are grouped together in language arts classes and some of these classes are co-taught with RSP instructional support.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, I can manage the excess caseload in relation to student contact time and other assigned duties. With the added hours of RSP substitute time, I am able to use 45 minutes a day for paperwork, planning and or testing.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

5. Indicate a check mark in the appropriate box:

☐ I did not have a student caseload of more than 28 during the last school year.

☒ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No _X__
(b) Specify which months / weeks you were over caseload: From ____ to ____
(c) Other pertinent information: ____

☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: _7___ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 2 hours from sub total hours after increase.

_TM__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: 3-12-15

Telephone number (and extension): 805-361-6725

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Santa Barbara - SELPA/ Santa Maria-Bonita SD/ SBCEO

2. Name of Resource Specialist*: Deborah Simpson

3. School / District Assignment: Miller Elementary School

4. Status: Permanent __X__ Probation ____ Temporary ___

5. Number of students 29 (Caseload) proposed number of students ____

6. Full time Equivalent (FTE%): __1___

7. Number of periods or hours taught by Resource Specialist: Periods _N/A___ Hours ___6.5_

8. Average number of students per hour taught: _____

9. Indicate amount of Instructional Aide time: ___3.0 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d):
    The RSP teacher has been supported with increased aide time from 3.0 to 6.0 to meet the minutes of the IEP requirements. District has posted an additional RSP teacher on Edjoin and the position will be filled with a substitute RSP teacher.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d): The district is increasing in enrollment and the boundaries have been changing. Miller is an overflow school. This has increased the identification of more students with special needs. The RSP caseload has been affected by this.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1): District has posted the Resource Specialist position and it will be filled with a substitute teacher until filled.

Administrator/Designee Name and Title: Karen Andersen / Director of Special Education SMBSD

Telephone number (and extension): 805-361-8180

Date: 4-15-15

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Deborah Simpson
Assigned at: Miller Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, I can manage the excess caseload in my program.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, I can manage the excess caseload with regards to contact time and other assigned duties.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From ____ to ____
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 3.0 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 6.0 total hours after increase.

__DS__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: 4-15-15

Telephone number (and extension): 805-361-7577

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: SBCOE Selpa –Santa Maria-Bonita SD- SBCOE

2. Name of Resource Specialist*: Julie Hanson

3. School / District Assignment: Rice Elementary School/ Santa Maria-Bonita SD

4. Status: Permanent ___X_ Probation ____ Temporary ___

5. Number of students 29 (Caseload) proposed number of students 32

6. Full time Equivalent (FTE%): 1 FTE

7. Number of periods or hours taught by Resource Specialist: Periods N/A Hours 6.5

8. Average number of students per hour taught: _____

9. Indicate amount of Instructional Aide time: 2 (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d): The RSP teacher has been supported with increased aide time from 3.0 to 5.0 to meet the minutes of the IEP requirements. District has posted an additional RSP teacher on Edjoin and the position will be filled with a substitute RSP teacher.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d):
    The district is increasing in enrollment and the boundaries have been changing. Rice is an overflow school. This has increased the identification of more students with special needs. The RSP caseload has been affected by this.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):
    District has posted the Resource Specialist position and it will be filled with a substitute teacher until filled.

Administrator/Designee Name and Title: Karen Andersen / Director of Special Education

Telephone number (and extension): 805-361-8180

Date: 5-6-15

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Julie Hanson
Assigned at: Rice Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, all students will receive their services and are scheduled throughout the week in groups managed by myself and my aide approximately 6 per group in order to meet the IEP requirements.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, the extra student fits within a current group that is running.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

5. Indicate a check mark in the appropriate box:

   ☒ I did not have a student caseload of more than 28 during the last school year.

   ☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

   (a) Did you have an approved waiver for this caseload? Yes ___ No ___
   (b) Specify which months / weeks you were over caseload: From May 2015 to June 2015
   (c) Other pertinent information: ____

   ☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 3.0 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 5.0 total hours after increase.

_JH__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: 5-7-2015

Telephone number (and extension): 805-361-7753

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369708 Waiver Number: 8-5-2015 Active Year: 2015

Date In: 5/13/2015 2:27:09 PM

Local Education Agency: Union Elementary School District
Address: 5175 Union Ave.
San Jose, CA 95124

Start: 5/21/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: 56362(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. No resource specialist shall have a caseload which exceeds 28 pupils.

Outcome Rationale: As part of child find, students were assessed and made eligible for RSP services throughout the school year.

Student Population: 5644

City Type: Urban

Local Board Approval Date: 5/11/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Linda Haines
Position: Director of Special Education
E-mail: hainesl@unionsd.org
Telephone: 408-377-8010 x44261
Fax: 408-558-9357

Bargaining Unit Date: 04/08/2015
Name: UDEA - Union District Educators Association
Representative: Mary Martin
Title: UDEA President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: SELPA III / Union School District / Santa Clara County Office of Education

2. Name of Resource Specialist*: Karen de Castro

3. School / District Assignment: Lietz Elementary

4. Status: Permanent __x__ Probation ____ Temporary ___

5. Number of students __28___ (Caseload) proposed number of students _30___

6. Full time Equivalent (FTE%): __1__

7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours _6.5___

8. Average number of students per hour taught: ___6___

9. Indicate amount of Instructional Aide time: __6_ (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d): Service levels for RSP service on all IEPs will be delivered. Service levels for RSP Service on all IEPs at Lietz will be delivered.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d): As part of child find, students were assessed and made eligible for RSP service throughout the school year.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1): 5th grade students with RSP service will matriculate to the middle school for the 15-16 school year.

Administrator/Designee Name and Title: _Linda Haines, Special Ed Director____

Telephone number (and extension): _408-377-8010 ext 44261____

Date: _4/3/2015____

Revised: 8/26/2015 8:52 AM

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: _Karen de Castro__
Assigned at: _Lietz Elementary__

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   Yes, all students will receive the services outlined on their IEPs.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, I will be able to manage my assigned duties.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

☒ I did not have a student caseload of more than 28 during the last school year.

☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___
(b) Specify which months / weeks you were over caseload: From ____ to ____
(c) Other pertinent information: ____

☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: __6__ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? ____ total hours after increase.

Planning for additional Aide, 2x per week, half days.

_KC__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __4/3/15___

Telephone number (and extension): _408-264-8314 ext 19017

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369708 Waiver Number: 10-5-2015 Active Year: 2015

Date In: 5/14/2015 9:02:44 AM

Local Education Agency: Union Elementary School District
Address: 5175 Union Ave.
San Jose, CA 95124

Start: 5/14/2015 End: 6/11/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 *CCR* Section 3100

Ed Code or *CCR* to Waive: 56362(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. No resource specialist shall have a caseload which exceeds 28 pupils.

Outcome Rationale: As part of child find, students were assessed and made eligible for RSP services throughout the school year.

Student Population: 5644

City Type: Urban

Local Board Approval Date: 5/11/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Linda Haines
Position: Director of Special Education
E-mail: hainesl@unionsd.org
Telephone: 408-377-8010 x44261
Fax: 408-558-9357

Bargaining Unit Date: 04/22/2015
Name: UDEA - Union District Educators Association
Representative: Mary Martin
Title: UDEA President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: SELPA III / Union School District / Santa Clara County Office of Education

2. Name of Resource Specialist*: Paula Ramos

3. School / District Assignment: Carlton Elementary

4. Status: Permanent __x__ Probation ____ Temporary ___

5. Number of students __27___ (Caseload) proposed number of students _30___

6. Full time Equivalent (FTE%): __1___

7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours _6.5__

8. Average number of students per hour taught: ___8___

9. Indicate amount of Instructional Aide time: __6_ (hours) to be provided to this resource specialist with this waiver.
   Note: At least 5 hours of aide time is required when the caseload is over 28, per *CCR*, Title 5, Section 3100(d)(2).

10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per *CCR*, Title 5, Section 3100(d): Service levels for RSP service on all IEPs will be delivered.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per *CCR*, Title 5, Section 3100(d): As part of child find, students were assessed and made eligible for RSP service throughout the school year.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1): 5th grade students with RSP service will matriculate to the middle school for the 15-16 school year.

Administrator/Designee Name and Title: _Linda Haines, Special Ed Director____

Telephone number (and extension): _408-377-8010 ext 44261____

Date: _4/28/2015____

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: _Paula Ramos__
Assigned at: _Carlton Elementary__

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
   ☒ Yes ☐ No

   If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

   With the plans put in place, described on page two, it will be possible to provide services.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

   Yes, with support identified on page two.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

   Indicate your position regarding this waiver request by a check mark in one box:

   ☒ AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

   ☐ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

☒ I did not have a student caseload of more than 28 during the last school year.

☐ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___
(b) Specify which months / weeks you were over caseload: From ____ to ____
(c) Other pertinent information: ____

☐ I have had a student caseload of **more than** 28 for **more than two consecutive years**.

6. Instructional Aide time currently receiving: __6__ hours (prior to increased caseload).

7. Any additional Aide time with this waiver? ____ total hours after increase.

Planning for additional Aide, 2x per week, half days.

_PR__ I hereby certify that the information provided on this application is true and correct (please initial).

Date: __4/28/15___

Telephone number (and extension): _408-356-1141 ext 13108____

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-04

ITEM #W-04

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by six local educational agencies to waive portions of *California Code of Regulations*, Title 5, Section 11963.6(c), relating to the submission and action on determination of funding requests regarding nonclassroom-based instruction. Waiver Numbers: El Dorado County Office of Education 1-7-2015 El Dorado County Office of Education 2-7-2015 Elk Grove Unified School District 8-6-2015 Fresno Unified School District 4-7-2015 Kit Carson Union Elementary School District 25-5-2015 Stanislaus County Office of Education 3-7-2015 Union Hill Elementary School District 12-6-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

Six local educational agencies are requesting, on behalf of the charter schools identified in Attachment 1, that the California State Board of Education (SBE) waive portions of *California Code of Regulations*, Title 5 (5 *CCR*), Section 11963.6(c), in order to allow the charter schools to request a non-prospective funding determination for their respective funding period.

Each of the seven charter schools identified in Attachment 1 submitted a determination of funding request after the required deadline, thereby making the request retroactive. If the waivers are approved by the SBE, the charter schools may then submit the retroactive funding determination requests for consideration by the Advisory Commission on Charter Schools (ACCS) and the SBE.

Authority for Waiver: *Education Code* (*EC*) Section 33050

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends that the SBE approve the requests by El Dorado County Office of Education, Elk Grove Unified School District, Fresno Unified School District, Kit Carson Union Elementary School District, Stanislaus County Office of Education, and Union Hill Elementary School District to waive specific portions of 5 *CCR*, Section 11963.6(c), in order to allow the specified charter schools to

submit determination of funding requests for the specified fiscal year. Approval of these waiver requests will also allow the SBE to consider the requests, which are retroactive. Without the waiver, the SBE may not consider the determination of funding request and the charter school's nonclassroom-based average daily attendance (ADA) may not be funded for the affected fiscal year.

SUMMARY OF KEY ISSUES

EC sections 47612.5 and 47634.2 established the eligibility requirements for apportionment funding for charter schools that offer nonclassroom-based instruction. The statutes specify that a charter school may receive apportionment funding for nonclassroom-based instruction only if a determination of funding is made by the SBE. The CDE reviews a charter school's determination of funding request and presents it for consideration to the ACCS, pursuant to relevant 5 *CCR*.

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year) and in increments of a minimum of two years and a maximum of five years in length. In addition, the funding determination request must be submitted by February 1 of the fiscal year prior to the year the funding determination will be effective.

Each charter school listed in Attachment 1 submitted a determination of funding request after the required deadline, thereby making the request retroactive.

Demographic Information:

El Dorado County Office of Education is requesting a waiver for Charter Alternative Program which serves a student population of 171 and is located in a rural area in El Dorado County.

El Dorado County Office of Education is requesting a waiver for Charter Community School Home Study Academy which serves a student population of 469 and is located in a rural area in El Dorado County.

Elk Grove Unified School District is requesting a waiver for the Elk Grove Charter School which serves a student population of 251 and is located in a suburban area in Sacramento County.

Fresno Unified School District is requesting a waiver for the School of Unlimited Learning which serves a student population of 240 and is located in an urban area in Fresno County.

Kit Carson Union Elementary School District is requesting a waiver for the Mid Valley Alternative Charter School which serves a student population of 20 and is located in a rural area in Kings County.

Stanislaus County Office of Education is requesting a waiver for the Stanislaus Alternative Charter School which serves a student population of 962 and is located in a suburban area in Stanislaus County.

Union Hill Elementary School District is requesting a waiver for the Union Hill Charter Home School which serves a student population of 17 and is located in a small town in Nevada County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved similar waiver requests regarding retroactive funding determination requests for charter schools that offer nonclassroom-based instruction.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of these waiver requests will allow the SBE to consider the charter school's determination of funding request. Subsequent approval of the determination of funding request by the SBE will allow the charter school's nonclassroom-based ADA to be funded at the funding determination rate approved by the SBE for the specified fiscal year.

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Requesting Waiver of Nonclassroom-Based (NCB) Funding Determination Request Deadline (3 Pages)

Attachment 2: El Dorado County Office of Education General Waiver Request 1-7-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: El Dorado County Office of Education General Waiver Request 2-7-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Elk Grove Unified School District General Waiver Request 8-6-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Fresno Unified School District General Waiver Request 4-7-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: Kit Carson Union Elementary School District General Waiver Request 25-5-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 7: Stanislaus County Office of Education General Waiver Request 3-7-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 8: Union Hill Elementary School District General Waiver Request 12-6-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Local Educational Agencies Requesting Waiver of Nonclassroom-Based (NCB) Funding Determination Request Deadline

Waiver Number	Local Educational Agency (Charter Authorizer)	Charter School (Charter Number / CDS Code)	First Year of Operation	NCB Funding Determination Period of Request	Public Hearing and Local Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
1-7-2015	El Dorado County Office of Education	Charter Alternative Program (360 / 09-10090-0123521)	2010–11	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	4/07/2015	Posted at the charter school, county office of education and county office of education web site.	El Dorado County Board of Education 4/07/2015 **No objections**
2-7-2015	El Dorado County Office of Education	Charter Community School Home Study Academy (005 / 09-10090-0930123)	1993–94	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	4/07/2015	Posted at the charter school, county office of education and county office of education web site.	El Dorado County Board of Education 4/07/2015 **No objections**
8-6-2015	Elk Grove Unified School District	Elk Grove Charter (027 / 34-67314-6112254)	1993–94	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	5/19/2015	Elk Grove Citizen	Elk Grove USD Board of Education 5/19/2015 **No objections**

Waiver Number	Local Educational Agency (Charter Authorizer)	Charter School (Charter Number / CDS Code)	First Year of Operation	NCB Funding Determination Period of Request	Public Hearing and Local Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
4-7-2015	Fresno Unified School District	The School of Unlimited Learning (149 / 10-62166-1030642)	1998–99	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	4/22/2015	Public posting and online at district website.	SOUL Governing Council 4/14/2015 **No objections**
25-5-2015	Kit Carson Union Elementary School District	Mid Valley Alternative Charter (088 / 16-63958-6113120)	1995–96	**Requested:** July 1, 2014 to June 30, 2015 **Recommended:** July 1, 2014 to June 30, 2015	5/20/2015	Website, District Office, School Glass Case, and Maintenance Office Window.	Kit Carson Union School District Board of Education 5/20/2015 **No objections**
3-7-2015	Stanislaus County Office of Education	Stanislaus Alternative Charter School (1607 / 50-10504-0129023	2013–14	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	3/10/2015	Physically posted at Stanislaus County Office and online at Stanislaus County Office Web site	Stanislaus County Board of Education 3/10/2015 **No objections**

Waiver Number	Local Educational Agency (Charter Authorizer)	Charter School (Charter Number / CDS Code)	First Year of Operation	NCB Funding Determination Period of Request	Public Hearing and Local Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
12-6-2015	Union Hill Elementary School District	Union Hill Charter Home (0082 / 29-66407-6113088)	1995–96	**Requested:** July 1, 2014 to June 30, 2015 **Recommended:** July 1, 2014 to June 30, 2015	6/9/2015	Formal notice was posted at each school and in three public places at the district.	Union Hill Elementary School District Cabinet 6/2/2015 **No objections**

Created by California Department of Education
July 17, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0910090 Waiver Number: 1-7-2015 Active Year: 2015

Date In: 7/1/2015 11:14:43 AM

Local Education Agency: El Dorado County Office of Education
Address: 6767 Green Valley Rd.
Placerville, CA 95667

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: 5 *CCR* 11963.6(c)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: 5 *CCR*, Section 11963.6(c), any determination of funding request approved by SBE for an existing nonclassroom-based charter school must be prospective (not in the current year) and in increments of a minimum of two years and a maximum of five years in length. In addition, the funding determination request must be submitted by [February 1] of the fiscal year prior to the year the funding determination will be effective.

Outcome Rationale: We were not aware that a deadline of February 1 had been established for the submission of a funding determination request. We would like to have the February 1 deadline extended so we could have our funding determination form for our Charter Alternative Program charter number 360 reviewed and considered by the SBE during their September meeting.

Student Population: 171

City Type: Rural

Public Hearing Date: 4/7/2015
Public Hearing Advertised: Posted at the Charter School, Office of Education and the Office of Education web site

Local Board Approval Date: 4/7/2015

Community Council Reviewed By: El Dorado County Board of Education
Community Council Reviewed Date: 4/7/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. James Maher
Position: Senior Director, Internal Business Services
E-mail: jmaher@edcoe.org
Telephone: 530-295-2215
Fax: 530-621-2543

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0910090 Waiver Number: 2-7-2015 Active Year: 2015

Date In: 7/1/2015 12:06:38 PM

Local Education Agency: El Dorado County Office of Education
Address: 6767 Green Valley Rd.
Placerville, CA 95667

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: 5 *CCR* 11963.6(c)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: 5 *CCR*, Section 11963.6(c), any determination of funding request approved by SBE for an existing nonclassroom-based charter school must be prospective (not in the current year) and in increments of a minimum of two years and a maximum of five years in length. In addition, the funding determination request must be submitted by [February 1] of the fiscal year prior to the year the funding determination will be effective.

Outcome Rationale: We were not aware that a deadline of February 1 had been established for the submission of a funding determination request. We would like to have the February 1 deadline extended so we could have our funding determination form for our Charter Community School Home Study Academy charter number 005 reviewed and considered by the SBE during their September meeting.

Student Population: 469

City Type: Rural

Public Hearing Date: 4/7/2015
Public Hearing Advertised: Posted at the Charter School, Office of Education and the Office of Education web site

Local Board Approval Date: 4/7/2015

Community Council Reviewed By: El Dorado County Board of Education
Community Council Reviewed Date: 4/7/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. James Maher
Position: Senior Director, Internal Business Services
E-mail: jmaher@edcoe.org
Telephone: 530-295-2215
Fax: 530-621-2543

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3467314 Waiver Number: 8-6-2015 Active Year: 2015

Date In: 6/13/2015 11:40.10 AM

Local Education Agency: Elk Grove Unified School District
Address: 9510 Elk Grove-Florin Rd.
Elk Grove, CA 95624

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: Title 5 Section 11963.6 (c)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *Education Code* 47634.2 and *5 CCR* 11963.6 (c): Any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: Due to change in key administrative positions within Elk Grove Unified School District, Elk Grove Charter's nonclassroom-based funding determination form was not submitted by the due date of February 1, 2015. The nonclassroom-based funding determination has been completed and has been forwarded to CDE as per the instructions.

Student Population: 251

City Type: Suburban

Public Hearing Date: 5/19/2015
Public Hearing Advertised: Elk Grove Citizen

Local Board Approval Date: 5/19/2015

Community Council Reviewed By: Elk Grove USD Board of Education
Community Council Reviewed Date: 5/19/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Rich Fagan
Position: Associate Superintendent of Finance
E-mail: rfagan@egusd.net
Telephone: 916-686-7744
Fax: 916-686-7756

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1062166 Waiver Number: 4-7-2015 Active Year: 2015

Date In: 7/6/2015 3:49:50 PM

Local Education Agency: Fresno Unified School District
Address: 2309 Tulare Street
Fresno, CA 93721

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: 11963.6 (c)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 5 *CCR* Section 11963.6 (c) Any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: The School of Unlimited Learning (SOUL) is a charter school serving primarily at-risk students. SOUL offers both classroom-based and independent study programs. SOUL unfortunately missed the February 1, 2015 deadline to submit its funding cycle renewal application for the SB740 Funding Determination. SOUL has successfully provided an independent study option for the past seventeen years, and has been funded at 100% for its Independent Study ADA. SOUL meets all of the criteria necessary for continued full funding. SOUL has received multiple year determinations in past years. Approval of this waiver will allow SOUL to submit it's 2014/15 Funding Determination for subsequent consideration and review by the CDE and ultimate approval by California State Board of Education.

Student Population: 240

City Type: Urban

Public Hearing Date: 4/22/2015
Public Hearing Advertised: Public posting and online at District website.

Local Board Approval Date: 4/22/2015

Community Council Reviewed By: SOUL Governing Council
Community Council Reviewed Date: 4/14/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Debra Odom
Position: District Charter Coordinator
E-mail: debra.odom@fresnounified.org
Telephone: 559-457-3923
Fax: 559-457-3641

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1663958 Waiver Number: 25-5-2015 Active Year: 2015

Date In: 5/21/2015 8:47.33 AM

Local Education Agency: Kit Carson Union Elementary School District
Address: 9895 Seventh Avenue
Hanford, CA 93230

Start: 7/1/2014 End: 6/30/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: Title 5 Section 11963.6 (c)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *Education Code* 47634.2 and *5 CCR* 11963.6 (c): Any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: The waiver is needed to facilitate local agency operations. Without state funding the Mid Valley Charter School would be unable to exist. The students of Mid Valley befefit from the home-based instructional setting. The parents have chosen Mid Valley as the best placement for the education of their child(ren).

The circumstances that brought about the request stem from personnel changes at the district. The Superintendent and new CBO were unaware of the Nonclassroom-Based Funding Determination process and didn't know we missed the deadline until the County Office was notified by a fiscal analyst from the CDE. As soon as we were notified by the County Office we called Mr. Fong at the CDE and began the waiver process.

Student Population: 20

City Type: Rural

Public Hearing Date: 5/20/2015
Public Hearing Advertised: Website, District Office, School Glass Case, Maintenance Office Window.

Local Board Approval Date: 5/20/2015

Community Council Reviewed By: Kit Carson Union School District
Community Council Reviewed Date: 5/20/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Shelley Leal
Position: CBO
E-mail: sleal@kitcarsonschool.com
Telephone: 559-582-2843 x103
Fax: 559-582-7638

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5010504 Waiver Number: 3-7-2015 Active Year: 2015

Date In: 7/2/2015 7:13:20 AM

Local Education Agency: Stanislaus County Office of Education
Address: 1100 H St.
Modesto, CA 95354

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: Title V - Section 11963.6(c)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: 5 *CCR* 11963.6(c), any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination the prior year must submit a funding determination request by Feb 1 of the fiscal lyear prior to the year the funding determination will be effective.

Outcome Rationale: We thought the deadline for the submission was Feb 15 and did not realize it was Feb 1. We would like to have our form reviewed and considered by SBE in September.

Student Population: 945

City Type: Urban

Public Hearing Date: 3/10/2015
Public Hearing Advertised: Physically posted at SCOE and online at SCOE web site

Local Board Approval Date: 3/10/2015

Community Council Reviewed By: Stanislaus County Board of Education
Community Council Reviewed Date: 3/10/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Telka Waiser
Position: Director III
E-mail: twaiser@stancoe.org
Telephone: 209-238-1507
Fax: 209-238-4216

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2966407 Waiver Number: 12-6-2015 Active Year: 2015

Date In: 6/16/2015 2:20:10 PM

Local Education Agency: Union Hill Elementary School District
Address: 10879 Bartlett Drive
Grass Valley, CA 95945

Start: 7/1/2014 End: 6/30/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: 11963.6 (c)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 11963.6 (c) Any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: The superintendent and business manager for Union Hill have not been through the process of submitting a charter school funding determination letter and were unaware of the requirement. By allowing the waiver to eliminate the February 1, 2014 deadline, funding for the 2014/15 year will ensure the facilitation and funding for local agency operations.

Student Population: 17

City Type: Small

Public Hearing Date: 6/9/2015
Public Hearing Advertised: Formal notice was posted at each school and in three public places at the district.

Local Board Approval Date: 6/9/2015

Community Council Reviewed By: No parents volunteered for the advisory committee. The district cabinet reviewed waiver.
Community Council Reviewed Date: 6/2/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Susan Barry
Position: Superintendent
E-mail: sbarry@uhsd.k12.ca.us
Telephone: 530-273-0647
Fax: 530-273-5626

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-05

ITEM #W-05

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by **Lakeport Unified School District** for a renewal waiver of California *Education Code* Section 48916(d) and portions of Section 48660, to permit a community day school to serve students in grade 6 with students in grades 7 through 10. Waiver Number: 18-5-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

Request by Lakeport Unified School District (USD) for a renewal waiver of California *Education Code (EC)* Section 48916(d) and portions of *EC* Section 48660 to permit Lakeport Community Day School to serve students in grades seven through ten with students in grade six.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends approval of the waiver renewal request for the Lakeport Community Day School (CDS) operated by Lakeport USD with the condition that they will serve students in grades six through ten, instead of maintaining separate schools for grade six and for grades seven through ten, but no broader grade span.

SUMMARY OF KEY ISSUES

EC Section 48660 provides that a CDS may serve pupils in any of kindergarten and grades one to six, inclusive, or any of grades seven to twelve, inclusive, or the same or lesser included range of grades as may be found in any individual middle or junior high school operated by the district. *EC* Section 48916.1(d) provides for the allowable grade spans of educational services for expelled students.

The Lakeport USD does not expect more than 10 students to be enrolled in the CDS, which means it is not fiscally feasible to operate two CDSs, one for students up to grade six, and a second for grades seven through ten. At the same time, they recognize their responsibility to ensure that educational placements are available for expelled and other

high-risk students. The district notes that the full requested span of grades six through ten is narrower than the six grade level span (grades seven through twelve) allowable under current law.

The district recognizes that the curriculum content for sixth through tenth grade in a single classroom is a content stretch. In order to ensure that students receive adequate academic support despite the wider span of grades, the Lakeport USD has committed to provide grade-level-appropriate mentor teacher support to CDS teachers who feel they need support in any content area.

The district has been successfully operating the CDS under these conditions since the 2012–13 school year. There have been no major safety issues from incidents with physical violence, weapons, or drugs on campus. The local board voted unanimously to support renewal of this waiver.

Demographic Information:
Lakeport USD has a student population of 1,500 and is located in a rural area in Lake County.

Because this is a general waiver, if the State Board of Education (SBE) decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved several previous waiver requests to expand the allowable grade span for a CDS to best serve its students when it was not feasible for the district to operate two separate schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of Waiver approval.

ATTACHMENT(S)

Attachment 1: Summary Table of Community Day School State Board of Education Waiver (1 page)

Attachment 2: Lakeport Unified School District: General Waiver Request 18-5-2015 (3 pages) (Original Waiver request is signed and on file in the Waiver Office.)

Summary Table of Community Day School State Board of Education Waiver

Waiver Number	County Office of Education/District Name, Size of District, and Previous Waiver Approval Date and Local Board Approval Date	Grade Span Requested (if waiver of California *Education Code [EC]* sections 48660 and 48916.1[d])	Period of Request	Renewal Waiver?	If granted, this waiver will be "permanent" per *EC* Section 33501(b)	Certificated Bargaining Unit Name and Representative, Date of Action, and Position	Advisory Committee/School Site Council Name, Date of Review and any Objections
18-5-2015	Lakeport Unified School District (USD) 1,500 Total Students 10 Students in Community Day School (CDS) September 3, 2014 May 14, 2015	Grades six through ten	**Requested:** August 13, 2015 through June 30, 2017 **Recommended:** August 13, 2015 through June 30, 2017	YES	NO	Lakeport Unified Teachers' Association Pam Klier March 12, 2015 **Support** Lakeport Classified Education Association Doreen McGuire March 12, 2015 **Support**	Lakeport Alternative Education Center Site Council May 4, 2015 **No Objections**
	Conditions: This waiver provides for Lakeport CDS operated by the Lakeport USD to serve students in grades six through ten, instead of maintaining separate schools for grade six and for grades seven through ten, but no broader grade span.						

Created by California Department of Education
June 30, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1764030 Waiver Number: 18-5-2015 Active Year: 2015

Date In: 5/18/2015 10:21:20 AM

Local Education Agency: Lakeport Unified School District
Address: 2508 Howard Ave.
Lakeport, CA 95453

Start: 8/13/2015 End: 6/30/2017

Waiver Renewal: Y
Previous Waiver Number: 10-5-2014-W-07 Previous SBE Approval Date: 9/3/2014

Waiver Topic: Community Day Schools (CDS)
Ed Code Title: Commingle Grade Levels
Ed Code Section: 48916.1(d) and portions of 48660 and 48661(a)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *EC* 48660- The governing board of a school district may establish one or more community day schools for pupils who meet one or more of the conditions described in subdivision (b) of Section 48662. A community day school may serve pupils in any of kindergarten and grades 1 [to 6, inclusive, or any of grades 7] to 12, inclusive, or the same or lesser included range of grades as may be found in any individual middle or junior high school operated by the district. If a school district is organized as a district that serves kindergarten and grades 1 to 8, inclusive, but no higher grades, the governing board of the school district may establish a community day school for any [of] kindergarten and grades 1 to 8, inclusive, upon a two-thirds vote of the board. It is the intent of the Legislature, that to the extent possible, the governing board of a school district operating a community day school for any of kindergarten and grades 1 to 8, inclusive, separate younger pupils from older pupils within that community day school. Except as provided in Section 47634, a charter school may not receive funding as a community day school unless it meets all the conditions of apportionment set forth in this article. *EC* 48916.1. (d) [If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.]

Outcome Rationale: We are a small school district serving approximately 1500 students in grades K-12. We have operated a Community Day School since the 2007-2008 school year. During that time, we have operated serving primarily grades 6-9. During the 2012-2013 school year, it was decided to add grade 10 to the grade span to accommodate up to ten students who were not a mandatory expulsion in a supportive environment within the home district. LUSD made these changes to provide the best services we could offer considering our funding levels.

Prior to and concurrently with this change, we have executed a memorandum of understanding with Lake County Office of Education. LCOE's Court and Community School program serves as an alternative educational option of "last resort" for its district-expelled students in grades nine (9) through twelve (12). In addition, probation-referred students, and School Attendance Review Board students residing within the geographical boundaries of the Lakeport Unified School District have utilized this program as well.

The current service structure has proven adequate to serve our needs in the district. Our students in grades 6-10 can access the Community Day School program based on the following priorities: 1. Expulsion 2. Probation referred students 3. Student Attendance Review Board or Student Educational Achievement Team (district level referral process) referred students.

Using the above structure, LCDS has successfully served up to ten students in the program. We have not had any major incidents with physical violence, weapons, or drugs on our campus since we have been operating under this structure.

Lakeport Unified School District is seeking a waiver to *EC* 48660 and *EC* 48916.1(d) to allow for the grade structure at Lakeport Community Day School to serve up to ten students in grades 6-10.

Student Population: 10

City Type: Rural

Public Hearing Date: 5/14/2015
Public Hearing Advertised: The public hearing was advertised online and in fliers posted in the same public places as our normal notifications regarding school board meetings.

Local Board Approval Date: 5/14/2015

Community Council Reviewed By: Lakeport Alternative Education Center Site Council
Community Council Reviewed Date: 5/4/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Joseph Aldridge
Position: Director of Student Services
E-mail: jaldridge@lakeport.k12.ca.us
Telephone: 707-262-3017
Fax: 707-263-6304

Bargaining Unit Date: 03/12/2015
Name: Lakeport Unified Classified Education Association
Representative: Doreen McGuire
Title: President
Position: Support
Comments:

Bargaining Unit Date: 03/12/2015
Name: Lakeport Unified Teacher's Association
Representative: Pam Klier
Title: Co-President
Position: Support
Comments:

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-06

ITEM # W-06

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by six school districts to waive California *Education Code* Section 37202, the equity length of time requirement for transitional kindergarten and kindergarten programs at the districts' elementary schools. Waiver Numbers: Guadalupe Union Elementary School District 18-6-2015 Marysville Joint Unified School District 7-6-2015 Mill Valley Elementary School District 17-5-2015 Newark Unified School District 24-5-2015 Waugh Elementary School District 16-5-2015 Weaver Union School District 5-5-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

Guadalupe Union Elementary School District (GUESD), Marysville Joint Unified Elementary School District (MJUSD), Mill Valley Elementary School District (MVESD), Newark Unified School District (NUSD), Waugh Elementary School District (WESD), and Weaver Union School District (WUSD) seek waivers of California *Education Code* (*EC*) Section 37202(a), the equity length of time requirement for kindergarten and transitional kindergarten (TK).

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

The CDE recommends approval of the waiver with condition that the GUESD, MJUSD, MVESD, NUSD, WESD and WUSD will provide information to GUESD, MJUSD, MVESD, NUSD, WESD and WUSD families by October 10, 2015, explaining the waiving of *EC* Section 37202(a), allowing TK students to attend school for fewer minutes than kindergarten students.

SUMMARY OF KEY ISSUES

The GUESD, MJUSD, MVESD, NUSD, WESD and WUSD are requesting to waive *EC* Section 37202(a), the equity length of time requirement for kindergarten programs. Pursuant to *EC* Section 37202, any TK program operated by a district must be of equal length to any kindergarten program operated by the same district. GUESD, MJUSD,

MVESD, NUSD, WESD and WUSD currently offer extended day (full-day) kindergarten programs which exceed the maximum four-hour school day (*EC* 46111 [a]). GUESD, MJUSD, MVESD, NUSD, WESD and WUSD are requesting flexibility in determining the length of their TK programs in order to provide a modified instructional day, curricula, and developmentally appropriate instructional practices. GUESD, MJUSD, MVESD, NUSD, WESD and WUSD are concerned that holding TK students in excess of the four-hour minimum school day (pursuant to *EC* 48911) is not in the best educational interest of their TK students.

Demographic Information:

GUESD has a student population of 1,249 and is located in a rural area in Santa Barbara County.

MJUSD has a student population of 9,600 and is located in an urban area in Yuba County.

MVESD has a student population of 3,250 and is located in a suburban area in Marin County.

NUSD has a student population of 6,123 and is located in a suburban area in Alameda County.

WESD has a student population of 940 and is located in a rural area in Sonoma County.

WUSD has a student population of 48 and is located in a rural area in Merced County.

Because this is a general waiver, if the State Board of Education (SBE) decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved with conditions all waiver requests to date by local educational agencies to waive *EC* Section 37202(a), the equity length of time requirement for kindergarten and TK.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would have no known fiscal impact.

ATTACHMENT(S)

Attachment 1: Table of districts requesting a waiver for transitional kindergarten (2 pages).

Attachment 2: GUESD General Waiver Request 18-6-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: MJUSD General Waiver Request 7-6-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: MVESD General Waiver Request 17-5-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: NUSD General Waiver Request 24-5-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: WESD General Waiver Request 16-5-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 7: WUSD General Waiver Request 5-5-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office

Information from Districts Requesting Waivers of Equity Length of Time for Transitional Kindergarten California *Education Code* Section 37202(a)

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
18-6-2015	Guadalupe Union Elementary School District	**Requested:** August 17, 2015 to June 10, 2017 **Recommended:** August 17, 2015 to June 10, 2017	Guadalupe Teachers Association, Jackie Barrett President June 2, 2015 **Support**	**Public Hearing Date:** May 11, 2015 **Board Approval Date:** June 17, 2015	The public hearing notice was advertised by postings at meeting site and all schools within the district	Reviewed by Leadership, and the Curriculum Council April 16, 2015 **No Objection**
7-6-2015	Marysville Joint Unified School District	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	Marysville Joint Unified Teachers Association, Inge Schlussler President May 14, 2015 **Support**	May 26, 2015	The public hearing notice was advertised by postings at meeting site, all schools and on the district Web site for 72 hours prior to the board meeting	Reviewed by District Advisory Committee May 26, 2015 **No Objection**
17-5-2015	Mill Valley Elementary School District	**Requested:** August 27, 2014 to June 16, 2016 **Recommended:** August 27, 2014 to June 16, 2016	Mill Valley Teachers Association, Kim Kirley Co-President April 30, 2015 **Support**	May 14, 2015	The public hearing was advertised as a public notice at each school site in a public location, District Office and District Web site	Reviewed by the Cabinet, Administrative Council, and PTA Council May 5, 2015 **No Objection**

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
24-5-2015	Newark Unified School District	**Requested:** August 27, 2015 to June 17, 2016 **Recommended:** August 27, 2015 to June 17, 2016	Newark Teachers Association, Bryan Blattel Co-President May 8, 2015 **Support**	May 19, 2015	The public hearing was posted on the Board agenda, District Web site, and various locations throughout the District Office	Reviewed by District Leadership Team and Executive Cabinet May 7, 2015 **No Objection**
16-5-2015	Waugh Elementary School District	**Requested:** July 1, 2015 to June 30, 2016 **Recommended:** July 1, 2015 to June 30, 2016	Waugh Teachers Association (WTA), Suzie Howell-Olson President April 9, 2015 **Support**	May 5, 2015	The public hearing was posted at both schools in the district	Reviewed by the Site Council April 13, 2015 **No Objection**
5-5-2015	Weaver Union School District	**Requested:** July 22, 2015 to June 15, 2017 **Recommended:** July 22, 2015 to June 15, 2017	Weaver Elementary Teachers Association, Mary Piniol President May 7, 2015 **Support**	February 11, 2015	The public hearing was posted at all school sites, and the District Office and Web site	Reviewed by Pioneer School Site Council March 17, 2015 **No Objection**

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4269203 Waiver Number: 18-6-2015 Active Year: 2015

Date In: 6/23/2015 2:48:55 PM

Local Education Agency: Guadalupe Union Elementary School District
Address: 4465 Ninth St.
Guadalupe, CA 93434

Start: 8/17/2015 End: 6/10/2017

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202(a)
Ed Code Authority: 33050(a)

Ed Code or *CCR* to Waive: Notwithstanding subdivision(a), a school district that is implementing an early primary program, pursuant to Chapter 8, commencing with Section 8970 of Part 6, may maintain kindergarten classes at [different] school sites within the district for different lengths of time during the school day.

Outcome Rationale: Our district is requesting that, as part of our early primary program, we may maintain kindergarten and transitional kindergarten (TK) classes at the same school site within the district for different lengths of time during the school day. In the 2015/16 school year our extended day kindergarten classes at all elementary schools will have 300 instructional minutes per day. We are requesting that our TK at those same schools have 210 instructional minutes per day. We feel that, at this time, requiring our TK students to attend school for an extended day would not be in their best educational interest. Our TK program provides students with developmentally appropriate, experiential activities and is preparing them for the more academically rigorous second year of our kindergarten program.

Student Population: 1249

City Type: Rural

Public Hearing Date: 5/11/2015
Public Hearing Advertised: Advertised by postings at meeting site and all schools within the district

Local Board Approval Date: 6/17/2015

Community Council Reviewed By: Leadership, Curriculum Council
Community Council Reviewed Date: 4/16/2015
Community Council Objection: N

Community Council Objection Explanation:
Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Julie Lopez
Position: Director, Educational Services
E-mail: jlopez@gusdbobcats.com
Telephone: 805-343-1339
Fax:

Bargaining Unit Date: 06/02/2015
Name: Guadalupe Teachers Association
Representative: Jackie Barrett
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5872736 Waiver Number: 7-6-2015 Active Year: 2015

Date In: 6/11/2015 10:54:33 AM

Local Education Agency: Marysville Joint Unified School District
Address: 1919 B St.
Marysville, CA 95901

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202(b)
Ed Code Authority: 33050(a)

Ed Code or *CCR* to Waive: Notwithstanding subdivision(a), a school district that is implementing an early primary program, pursuant to Chapter 8, commencing with Section 8970 of Part 6, may maintain kindergarten classes at (different) school sites within the district for different lengths of time during the school day.

Outcome Rationale: Our district is requesting that, as part of our early primary program established in 2007, we may maintain kindergarten and transitional kindergarten (TK) classes at the same school sites within the district for different lengths of time during the school day. Beginning in the 2015/16 school year, we are requesting that based on student need the instructional day for our students in kindergarten and transitional kindergarten classrooms range from a regular day of 210 instructional minutes to an extended day of up 255 instructional minutes per day. We feel that, at this time, allowing our teachers to assess and serve individual needs of students is in our students' best educational interest. Our early primary program provides students with developmentally appropriate, experiential activities and is preparing them for the more academically rigorous second year of schooling.

Student Population: 9600

City Type: Urban

Public Hearing Date: 5/26/2015
Public Hearing Advertised: Advertised by postings at meeting site, all schools and on the district website for 72 hours prior to the board meeting

Local Board Approval Date: 5/26/2015

Community Council Reviewed By: District Advisory Committee
Community Council Reviewed Date: 5/26/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Lennie Tate
Position: Executive Director, Educational Services
E-mail: ltate@mjusd.com
Telephone: 530-749-6902
Fax: 530-741-7893

Bargaining Unit Date: 05/14/2015
Name: Marysville Joint Unified Teachers Association
Representative: Inge Schlussler
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2165391 Waiver Number: 17-5-2015 Active Year: 2015

Date In: 5/18/2015 9:28:03 AM

Local Education Agency: Mill Valley Elementary School District
Address: 411 Sycamore Avenue
Mill Valley, CA 94941

Start: 8/27/2014 End: 6/16/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202 Equity Length of Time
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: Transitional Kindergarten and Kindergarten - *Education Code* Section 37202 Equity Length of Time

Outcome Rationale: Currently, the District has a 4-hour day program for transitional kindergarten and an extended day program of 5-hours for kindergarten. The District was unaware that it was required to obtain a waiver to provide programs of differing length. Therefore, the District is requesting both a retroactive and future waiver. The District wishes to provide a program of differing length. The District is requesting flexibility in determining the length of our transitional kindergarten program in order to continue implementing a high quality transitional kindergarten program that provides a modified instructional day, modified curricula, and developmentally appropriate instructional practices. The District will continue to strive to meet the individual needs of all students in our district and meet the required number of instructional minutes.

Student Population: 3250

City Type: Suburban

Public Hearing Date: 5/14/2015
Public Hearing Advertised: Public notice at each school site in a public location, District Office and District website

Local Board Approval Date: 5/14/2015

Community Council Reviewed By: Cabinet, Administrative Council, PTA Council
Community Council Reviewed Date: 5/5/2015
Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Michele Rollins
Position: Assistant Superintendent, Business Services
E-mail: mrollins@mvschools.org
Telephone: 415-389-7700
Fax: 415-389-7773

Bargaining Unit Date: 04/30/2015
Name: Mill Valley Teachers Association
Representative: Kim Kirley
Title: Mill Valley Teachers Association Co-President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0161234 Waiver Number: 24-5-2015 Active Year: 2015

Date In: 5/20/2015 9:11:19 AM

Local Education Agency: Newark Unified School District
Address: 5715 Musick Ave.
Newark, CA 94560

Start: 8/27/2015 End: 6/17/2016

Waiver Renewal: Y
Previous Waiver Number: 27-5-2014-W-08 Previous SBE Approval Date: 9/3/2014

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: (a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the [elementary day schools established by it for an equal length of time during the school year] and all of the day high schools established by it for an equal length of time during the school year; (b) Notwithstanding subdivision (a), a school district that is implementing an early primary program, pursuant to Chapter 8 (commencing with Section 8970) of Part 6, may maintain kindergarten classes at different school sites within the district for different lengths of time during the school day.

Outcome Rationale: The District would like to change the transitional kindergarten (TK) day from being the same length as our regular kindergarten day. Last spring, our Board of Trustees approved extending our kindergarten day under the requirements of Early Primary Programs. The District does not feel that extending the day for our Transitional Kindergarten (TK) classes would be developmentally appropriate for our youngest learners. Therefore, we would like to keep our TK classes at a duration of fours hours per day.

Student Population: 6123

City Type: Suburban

Public Hearing Date: 5/19/2015
Public Hearing Advertised: The Public Hearing was posted on the Board agenda. It was made available on the District website. Notice of the Public Hearing was posted in various locations throughout the District Office.

Local Board Approval Date: 5/19/2015

Community Council Reviewed By: District Leadership Team and Executive Cabinet
Community Council Reviewed Date: 5/7/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Debbie Ashmore
Position: Director Educational Services
E-mail: dashmore@newarkunified.org
Telephone: 510-818-4113
Fax:

Bargaining Unit Date: 05/08/2015
Name: Newark Teachers Association
Representative: Bryan Blattel
Title: NTA Co-President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4970995 Waiver Number: 16-5-2015 Active Year: 2015

Date In: 5/15/2015 5:10:51 PM

Local Education Agency: Waugh Elementary School District
Address: 1851 Hartman Ln.
Petaluma, CA 94954

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: Y
Previous Waiver Number: 13-5-2014-W-05 Previous SBE Approval Date: 7/10/2014

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: The governing board of a school district shall maintain all of the elementary day established by it for an equal length of time during the school year and all of the day.

Outcome Rationale: We have a small rural school district that serves 940 students in pre-k through 6th grade. We only have less than two full classes of students eligible for transition kindergarten (TK) each year. Our regular kindergarten class is from 8:15 - 2:00 four days a week and 8:15 – 1:30 on Wednesdays. We would like to have our TK program run from 8:15 - 11:45 each day. We have offered a partial day 195 minute program for TK students this year. We provide developmentally appropriate curriculum and activities for the TK students in the regular K classes each day. We are currently studying TK and would like to have next year to fine tune the program.

Student Population: 940

City Type: Rural

Public Hearing Date: 5/5/2015
Public Hearing Advertised: Posted at both schools in the district

Local Board Approval Date: 5/5/2015

Community Council Reviewed By: Site Council
Community Council Reviewed Date: 4/13/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Robert Cmelak
Position: Superintendent
E-mail: rcmelak@waugh.k12.ca.us
Telephone: 707-765-3331
Fax: 707-782-9666

Bargaining Unit Date: 04/09/2015
Name: Waugh Teachers Association (WTA)
Representative: Suzie Howell-Olson
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2465862 Waiver Number: 5-5-2015 Active Year: 2015

Date In: 5/8/2015 3:56:04 PM

Local Education Agency: Weaver Union School District
Address: 3076 East Childs Ave.
Merced, CA 95341

Start: 7/22/2015 End: 6/15/2017

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: 37202. (a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the elementary day schools established by it [for an equal length of time] during the school year and all of the day high schools established by it for an equal length of time during the school year.

Outcome Rationale: Our District is requesting that our Transition Kindergarten Program be adjusted from full day to half day. We are requesting that the District receive full apportionment for our half day Transitional Kindergarten program. This is necessary due to the fact that classroom space is unavailable at this time and in the near future. We are experiencing enrollment growth throughout the district and do not have the funds available to purchase portable classrooms or construct new classrooms. The process of purchasing portable classrooms can take up to one year to complete. We also are preparing to move our preschool programs from our middle school site to the elementary sites in order to provide equitable access to our preschool program. Transitional Kindergarten and Preschool can share a classroom as they would both be half-day programs.

Student Population: 48

City Type: Rural

Public Hearing Date: 2/11/2015
Public Hearing Advertised: Posted at all school sites and District Office. Posted on District Website

Local Board Approval Date: 2/11/2015

Community Council Reviewed By: Pioneer School Site Council
Community Council Reviewed Date: 3/17/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. John Curry
Position: Superintendent
E-mail: jcurry@weaverusd.k12.ca.us
Telephone: 209-723-7606 x1011
Fax:

Bargaining Unit Date: 05/07/2015
Name: Weaver Elementary Teachers Association
Representative: Mary Piniol
Title: President
Position: Support
Comme

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-07

ITEM #W-07

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by three local educational agencies to waive portions of California *Education Code* Section 5091, which will allow the board of trustees to make a provisional appointment to a vacant board position past the 60-day statutory deadline. Waiver Numbers: Flournoy Union Elementary School District 15-6-2015 Lakeside Union Elementary School District 2-6-2015 Shasta Union Elementary School District 7-5-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

California *Education Code* (*EC*) Section 5091 requires a governing board to make a provisional appointment or order an election to fill a vacancy within 60 days of the vacancy. *EC* Section 5091 further requires the county superintendent of schools (county superintendent) to order an election to fill the vacancy if the board does not take action within the 60 days. Approval of this waiver request removes the 60-day limit and gives the Flournoy Union Elementary School District (UESD), the Lakeside UESD, and the Shasta UESD additional time to make an appointment.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the requests by the Flournoy UESD, the Lakeside UESD, and the Shasta UESD to waive the portions of *EC* Section 5091 (as indicated in Attachment 5), which require a governing board to take action to fill a vacancy on the board within 60 days.

SUMMARY OF KEY ISSUES

EC Section 5091 provides that a school district governing board make a provisional appointment or order an election to fill a vacancy on the board within 60 days of a vacancy. *EC* Section 5091 further provides that, if the governing board fails to take such action, the county superintendent must order an election to fill the vacancy. Approval of

this waiver request would remove the 60-day limit and the requirement that the county superintendent call an election, allowing the Flournoy UESD, the Lakeside UESD, and the Shasta UESD additional time to make a provisional appointment.

A vacancy on the Flournoy UESD board occurred on November 18, 2014, when a member submitted a resignation. The term of this now-vacant seat runs until December 2016. The district actively recruited potential candidates to fill the vacancy and received no applications within the 60-day period. As of the date of preparation of this agenda item, a candidate has expressed interest in the vacancy and the district governing board hopes to take action on an appointment at a July meeting[1]. Approval of the waiver will retroactively allow this appointment to be in compliance with *EC* Section 5091.

The Lakeside UESD recently adopted a by-trustee-area method of election for its governing board, which resulted in two incumbent board members residing in Trustee Area 2. At the November 2014 election, only one of these members could be elected to represent this trustee area. No candidates filed for the Trustee Area 4 vacant position. Thus, the governing board has only four members following the November 2014 election. The Lakeside UESD has attempted to locate a candidate for Trustee Area 4 by posting notices on the district website, directly notifying all parents in the trustee area, and conducting door-to-door solicitation within the trustee area. As of the date of preparation of this agenda item, the district's attempts have been unsuccessful. Approval of the waiver request will provide the Lakeside UESD additional time to locate an interested candidate and make an appointment. The requirement that the county superintendent call an election will not bring resolution since an election cannot be conducted if there are no candidates.

A member of the Shasta UESD governing board resigned on March 10, 2015. Although district staff actively recruited to fill the vacancy, no candidate applications were obtained within the 60-day window allowed in *EC* Section 5091. As of the date of preparation of this agenda item, a candidate for the vacancy has been recruited and the district governing board plans to take action on an appointment at its August 10, 2015, regular meeting[1]. Approval of the waiver request will allow this appointment to be in compliance with *EC* Section 5091.

For each of these districts, the county superintendent with jurisdiction (thus, with current responsibility for calling an election for the board vacancy) supports the district's waiver request.

Given the above circumstances, the lack of local opposition to the waiver requests, and the CDE's determination that none of the reasons for denial in *EC* Section 33051(a) exist, the CDE recommends that the SBE approve the requests by the Flournoy UESD, the Lakeside UESD, and the Shasta UESD to waive portions of *EC* Section 5091 (as indicated in Attachment 5), which require a governing board to take action to fill a vacancy on the board within 60 days.

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[1] The districts considering appointments prior to SBE action on their waiver requests are aware that SBE disapproval of the requests could have significant ramifications on actions taken by the board with the participation of the provisional appointee. CDE has suggested to these districts that, if these districts do appoint prior to SBE approval of the waiver request, participation in board matters by the provisional appointee should be delayed until after SBE approval of the waiver.

Demographic Information:

The Flournoy UESD has a student population of 29 and is located in a small city of Tehama County.

The Lakeside UESD has a student population of 322 and is located in a rural area of Kings County.

The Shasta UESD has a student population of 157 and is located in a rural area of Shasta County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE previously has approved similar waiver requests. The most recent approval was at the November 2014 SBE meeting for the Inglewood Unified School District in Los Angeles County.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval or disapproval of the waiver request will not have fiscal effects on any local or state agency.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: Flournoy Union Elementary School District General Waiver Request 15-6-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Lakeside Union Elementary School District General Waiver Request 2-6-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Shasta Union Elementary School District General Waiver Request 7-5-2015 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Portions of California *Education Code* Section 5091 Recommended for Waiver (1 page)

Summary Table

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
15-6-2015	Flournoy Union Elementary School District	**Requested:** November 18, 2014 to November 4, 2015 **Recommended:** November 18, 2014 to November 4, 2015	No employee bargaining units	5/19/2015	Notice posted at the district office, at the school, on the school marquee, and at the local post office.	Flournoy Schoolsite Council 6/1/2015 **No objections**
2-6-2015	Lakeside Union Elementary School District	**Requested:** December 1, 2014 to December 1, 2016 **Recommended:** January 1, 2015 to December 1, 2016	Lakeside Teachers Association, Alise Frey President 4/15/2015 **Support** No classified bargaining unit	5/14/2015	Notice posted at the school campus, on the district Web site, and in two markets within district boundaries.	Lakeside Schoolsite Council 4/15/2015 **No objections**
7-5-2015	Shasta Union Elementary School District	**Requested:** May 8, 2015 to July 1, 2015 **Recommended:** May 8, 2015 to August 10, 2015	California Teachers Association, Michelle Cook President 5/7/2015 **Support** California School Employees Association, Ashley Pruitt President 6/5/2015 **Support**	5/11/2015	Notice posted at the school campus, the district office, the local post office, and on the district's Web site.	Shasta Schoolsite Council 6/5/2015 **No objections**

Created by California Department of Education
June 24, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5271530 Waiver Number: 15-6-2015 Active Year: 2015

Date In: 6/22/2015 9:39:06 AM

Local Education Agency: Flournoy Union Elementary School District
Address: 15850 Paskenta Rd.
Flournoy, CA 96029

Start: 11/18/2014 End: 11/4/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: 60 day Requirement to Fill Board Vacancy
Ed Code Section: 5091
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: Request by Flournoy Elementary School District to waive portions of California Education code Section 5091, which will allow the board of trustees to make a provisional appointment to a vacant board position past the 60-day statutory deadline.

((a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board shall, within 60 days of the vacancy or the filing of the deferred resignation, either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.)

Outcome Rationale: The vacancy on the governing board occurred on November 18, 2014, when a member of the board submitted a resignation. The term of this now vacant seat runs until December 2016. The Flournoy Union Elementary School District actively recruited potential candidates to fill the vacancy and received no applications within the 60-day period. The Tehama County Superintendent of Schools acknowledges the difficulty of finding candidates for a school district governing board in a small rural community, supports the Flournoy UESD's waiver request, and has informed the district that it may continue to recruit candidates for the vacancy.

Student Population: 29

City Type: Small

Public Hearing Date: 5/19/2015
Public Hearing Advertised: District posting, school posting, community posting at the local post office, school marquee

Local Board Approval Date: 5/19/2015

Community Council Reviewed By: Flournoy School Site Council
Community Council Reviewed Date: 6/1/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Roxy Williams
Position: District Superintendent
E-mail: rwilliams@tehamaschools.org
Telephone: 530-528-7328
Fax: 530-833-5332

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1663966 Waiver Number: 2-6-2015 Active Year: 2015

Date In: 6/4/2015 10:18:42 AM

Local Education Agency: Lakeside Union Elementary School District
Address: 9100 Jersey Ave.
Hanford, CA 93230

Start: 12/1/2014 End: 12/1/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: 60 day Requirement to Fill Board Vacancy
Ed Code Section: EC 5091(a)
Ed Code Authority: EC 33050

Ed Code or *CCR* to Waive: (a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board [shall, within 60 days of the vacancy or the filing of the deferred resignation,] either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.

[In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.]

Outcome Rationale: The District has an ADA of 309 and a governing board of five members. Upon adoption of Trustee Areas, The Board of Trustees had two members within the same trustee area, Area # 2 . During the November 2014 election, both sitting members ran for Trustee Area # 2. There were no parties interested in area # 4 which would be in need of representation after the conclusion of the election.

The Lakeside Union Elementary School District has attempted to locate an interested party for Area #4 by posting on our website, notes home with the students for all parents in the district, mailed notes to all parents in area #4 and door to door soliciting within Area #4. As of the December 11, 2014 meeting the Board of Trustees currently has 4 out of the 5 trustee areas represented and is currently running with 4 members. A quorum can still be established as the number of members is over the quorum of 3 members needed for approval of board agenda items.

The next regular election is November 2016. A waiver of the 60 day time limit would allow the District to make a provisional appointment, as the Governing Board intended, without incurring

the cost of a special election which the registrar estimates to be $5,000 dollars.

Student Population: 322

City Type: Rural

Public Hearing Date: 5/14/2015
Public Hearing Advertised: Posted on campus, website and two markets in the District boundaries

Local Board Approval Date: 5/14/2015

Community Council Reviewed By: School Site Council
Community Council Reviewed Date: 4/15/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Cynthia Marshall
Position: Superintendent/Principal
E-mail: cmarshall@kings.k12.ca.us
Telephone: 559-582-2868 x101
Fax: 559-582-7638

Bargaining Unit Date: April 15, 2015
Name: Lakeside Teachers Association
Representative: Alise Frey
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4570128 Waiver Number: 7-5-2015 Active Year: 2015

Date In: 5/12/2015 10:52:03 AM

Local Education Agency: Shasta Union Elementary School District
Address: 10446 Red Bluff Rd.
Shasta, CA 96087

Start: 5/8/2015 End: 7/1/2015

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: 60 day Requirement to Fill Board Vacancy
Ed Code Section: 5091
Ed Code Authority: 33050-33053

Ed Code or *CCR* to Waive: *Education Code* 5091
Provisional Appointment or special election: petition requirements.
Waive the 60 day requirement in making a provisional appointment.

Outcome Rationale: Shasta Union Elementary School District Board Member resigned from the Board of Trustees on March 10, 2015. The resignation requires a provisional appointment of a new Board Member. Shasta Union Elementary School District staff have actively recruited for the position. Unfortunately, we have not received applications. The district is requesting more time to continue the search and appoint a new interested Board Member.

Student Population: 157

City Type: Rural

Public Hearing Date: 5/11/2015
Public Hearing Advertised: Posted at Shasta Union Elementary, District Office, website, and the local post office

Local Board Approval Date: 5/11/2015

Community Council Reviewed By: California Teachers Association Board President Michelle Cook
Community Council Reviewed Date: 5/7/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Lori Carter
Position: Administrative Assistant
E-mail: lcarter@rsdnmp.org
Telephone: 530-225-0011 x1170
Fax: 530-225-0015

Bargaining Unit Date: 5/7/2015
Name: California Teachers Association
Representative: Michelle Cook
Title: President
Position: Were no objections
Comments:

Portions of California *Education Code* Section 5091 Recommended for Waiver

5091. (a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board shall[, within 60 days of the vacancy or the filing of the deferred resignation,] either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.
[In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.]

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-08

ITEM #W-08

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by four school districts to waive California *Education Code* Section 5020, and portions of sections 5019, 5021, and 5030, that require a districtwide election to establish a by-trustee-area method of election. Waiver Numbers: Buena Park Elementary School District 14-6-2015 Centralia Elementary School District 16-6-2015 Newhall School District 1-8-2015 Oxnard School District 13-6-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

School districts that elect governing board members at-large are facing existing or potential litigation under the California Voting Rights Act of 2001 (CVRA). Pursuant to the California *Education Code* (*EC*), a district can change from at-large elections to by-trustee-area elections only if the change is approved by both the County Committee on School District Organization (County Committee) and voters at a districtwide election.

To reduce the potential for litigation and to establish by-trustee-area elections as expeditiously as possible, the Buena Park Elementary School District (SD), the Centralia Elementary SD[1], the Newhall SD, and the Oxnard SD request that the California State Board of Education (SBE) waive the requirement that by-trustee-area election methods be approved at districtwide elections—allowing by-trustee-area elections to be adopted upon review and approval of the County Committees.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends the SBE approve the requests by the Buena Park Elementary SD, the Centralia Elementary SD, the Newhall SD, and the Oxnard SD to waive *EC* Section 5020, and portions of sections 5019, 5021,

[1] The Centralia Elementary SD also requested waiver of the authority to determine which unrepresented trustee area should be decided at the first governing board election (*EC* Section 5021[a]). However, after further consideration, the district requested that this portion of the waiver be removed.

and 5030, which require a districtwide election to approve a by-trustee-area method of election.

SUMMARY OF KEY ISSUES

Approval of these waiver requests would eliminate the election requirement for approval of trustee areas and a by-trustee-area method of election for future governing board elections in the four school districts. Voters in the districts will continue to elect all board members—however, if the waiver requests are approved, all board members will be elected by trustee areas, beginning with the next board elections.

County Committees have the authority to approve or disapprove the adoption of trustee areas and methods of election for school district governing board elections. Pursuant to *EC* Section 5020, County Committee approval of trustee areas and election methods constitutes an order of election; thus, voters in the districts have final approval.

Many districts in California are facing existing or potential litigation under the CVRA over their at-large election methods. To help avoid potential litigation, the four school districts are taking action to establish trustee areas and adopt by-trustee-area election methods. In order to establish these trustee areas and the methods of election as expeditiously as possible, the districts are requesting that the SBE waive the requirement that the trustee areas and the election methods be approved at districtwide elections. If the SBE approves the waiver requests, districtwide elections for the four school districts will not be required and by-trustee-area election methods can be adopted in the districts upon review and approval of the County Committees.

Only the elections to establish trustee areas and election methods will be eliminated by approval of the waiver requests—voters in the school districts will continue to elect all governing board members. Moreover, approval of the waiver requests will not eliminate any existing legal rights of currently seated board members.

The waiver requests have been reviewed by the CDE and it has been determined that there was no significant public opposition to the waivers at the public hearings held by the governing boards of the districts. The CDE has further determined that none of the grounds specified in *EC* Section 33051, which authorize denial of a waiver, exist. The CDE recommends the SBE approve the requests by the Buena Park Elementary SD, the Centralia Elementary SD, the Newhall SD, and the Oxnard SD to waive *EC* Section 5020, and portions of sections 5019, 5021, and 5030, which require a districtwide election to approve a by-trustee-area method of election.

Demographic Information:

The Buena Park Elementary SD has a student population of 5,100 and is located in an urban area in Orange County.

The Centralia Elementary SD has a student population of 579 and is located in a small city in Orange County.

The Newhall SD has a student population of 6,720 and is located in an urban area in Los Angeles County.

The Oxnard SD has a student population of 16,500 and is located in a small city in Ventura County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved more than 115 similar waivers—most recently for the Val Verde Unified SD (Riverside County) at the July 2015 SBE meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver requests will not have negative fiscal effects on any local or state agency. Failure to approve the requests will result in additional costs to the Buena Park Elementary SD, the Centralia Elementary SD, the Newhall SD, and the Oxnard SD for districtwide elections.

ATTACHMENT(S)

Attachment 1: Summary Table (2 pages)

Attachment 2: Buena Park Elementary School District General Waiver Request 14-6-2015 (7 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Centralia Elementary School District General Waiver Request 16-6-2015 (8 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Newhall School District General Waiver Request 1-8-2015 (6 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Oxnard School District General Waiver Request 13-6-2015 (6 pages). (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
14-6-2015	Buena Park Elementary School District	**Requested:** January 1, 2015 to December 31, 2016 **Recommended:** January 1, 2015 to December 30, 2016	Buena Park Teachers Association, Bob Mize President 4/13/15 **Neutral** California School Employees Association, JoAnn Butcher President 4/13/15 **Neutral**	4/27/2015	The public hearing notice was posted in a newspaper of general circulation and at all schools.	Reviewed by District English Language Advisory Committee and all Schoolsite Councils 3/15/2015 **No objections**
16-6-2015	Centralia Elementary School District	**Requested:** January 1, 2015 to December 31, 2016 **Recommended:** January 1, 2015 to December 30, 2016	Centralia Education Association, Rhodia Shead President 5/4/15 **Support** California School Employees Association, Lisa Pellicano President 4/27/15 **Support**	6/16/2015	The public hearing notice was posted in a newspaper, at all schoolsites, and on the district Web page and school pages.	Reviewed by District English Language Acquisition Committee 4/29/2015; Parent/Teacher Association 5/18/15; English Language Acquisition Committees and all Schoolsite Councils 4/28-5/20/2015 **No objections**

Summary Table

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
1-8-2015	Newhall School District	**Requested:** May 26, 2015 to April 1, 2017 **Recommended:** May 26, 2015 to April 1, 2017	Newhall Teachers Association, Melanie Musella Co-President 4/29/15 **Support** Newhall Educational Support Professionals, Ric Seal President 4/29/15 **Support**	5/5/2015	The public hearing notice was posted in a newspaper, at all schoolsites, at the District office, and on the District Web page.	Reviewed by English Learner Advisory Committees, Parent Teacher Association/ Parent Teacher Organization, and all Schoolsite Councils 4/30/2015 **No objections**
13-6-2015	Oxnard School District	**Requested:** September 1, 2015 to August 31, 2017 **Recommended:** September 1, 2015 to August 30, 2017	Oxnard Educators Association, Robin Lefkovits President 6/10/15 **Support** California School Employees Association, Jabbar Wofford President 6/9/15 **Support** Oxnard Supportive Services Association, Andrea Bleecher President 6/9/15 **Support**	5/6/2015	The public hearing was noticed in a newspaper.	Reviewed by the Districtwide Parent Advisory Committee on 6/9/2015 **No objections**

Created by California Department of Education
July 2, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3066456 Waiver Number: 14-6-2015 Active Year: 2015

Date In: 6/18/2015 4:12:10 PM

Local Education Agency: Buena Park Elementary School District
Address: 6885 Orangethorpe Ave.
Buena Park, CA 90620

Start: 1/1/2015 End: 12/31/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: Elimination of Election Requirement
Ed Code Section: Portions of 5019, 5021, 5030, and all of 5020
Ed Code Authority: 33050 through 33053

Ed Code or *CCR* to Waive: See Attachment A herewith

Outcome Rationale: The Buena Park School District desires to have the requested *Education Code* sections waived because the waiver of these sections will allow the District to successfully adopt trustee areas and establish a by-trustee election process as expeditiously as possible, thereby enabling the District to avoid litigation resulting out of its current at-large election process for electing its governing board members.

It is imperative that the District adopt these areas and establish this process without delay and without interference because like many of the school districts that have been threatened with lawsuits under the California Voting Rights Act of 2001 ("CVRA"), the District currently utilizes an at-large election process to elect its governing board members. The District's failure to successfully adopt and implement trustee areas and a by-trustee area election process leaves it vulnerable to such litigation in which the District would be exposed to potentially having to pay significant attorneys' fees to plaintiffs, which would pose an undue hardship and extreme detriment to the District and its students.

CVRA History

The California Legislature enacted the California Voting Rights Act of 2001. (See California Elections Code §§ 14025-14032). This legislation makes all at-large election systems in California for cities, school districts and special districts vulnerable to legal attack, largely on proof of racially polarized voting, regardless of whether a majority district can be formed and, under the interpretation adopted by plaintiffs in other pending CVRA cases, without regard to the electoral success of minority candidates or the need to prove actual racial injury exists.

The CVRA purports to alter several requirements that plaintiffs would have to prove under the Federal Voting Rights Act, thereby making it easier to challenge at-large election systems.

The first suit under the CVRA was filed against the City of Modesto in 2004. Modesto

challenged the facial constitutionality of the CVRA on the basis that, by using race as the sole criterion of liability, the CVRA contains a suspect racial classification that California was required to justify under equal protection strict scrutiny standards. The trial court struck down the statute but the California Court of Appeal reversed. (Sanchez v. City of Modesto (2006) 145 Cal.App.4th 660).

The City of Modesto ultimately settled the litigation, but not before paying plaintiffs $3 million dollars in attorneys' fees to plaintiffs' attorneys (the prevailing party [other than a public agency] is entitled to an award of their attorneys' fees and costs under the CVRA) and another $1.7 million to its own attorneys.

Similarly, the Hanford Joint Union High School District was sued under the CVRA and after adopting trustee areas and establishing by-trustee area elections (and requesting and receiving the same waiver from the State Board of Education that is being requested here), paid plaintiffs in that lawsuit the sum of $110,000 pursuant to a settlement agreement. Most recently, the Madera Unified School District has been sued under the CVRA and their November 2008 governing board member election was enjoined by the court. The Plaintiffs in that case demanded $1.8 million in attorneys' fees from that District, though that amount was subsequently reduced by the trial court and upheld on appeal.

Normally, under *Education Code* section 5020, the County Committee on School District organization, after conducting its own public hearing on the recommended plans, would call for an election and put the matter to a vote of the District's electors. However, going through an election process would prevent the District from electing successor trustees in a timely manner and leaves the District vulnerable to a lawsuit and injunction.

The requested waiver will allow the District to complete its transition to a by-trustee area election process in time to for the next governing board member election which will reduce the District's liability under the CVRA going forward.

Student Population: 5100

City Type: Urban

Public Hearing Date: 4/27/2015
Public Hearing Advertised: Newspaper of general circulation and posted at schools

Local Board Approval Date: 4/27/2015

Community Council Reviewed By: School site Councils District English language advisory council
Community Council Reviewed Date: 3/15/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Greg Magnuson
Position: Superintendent
E-mail: gmagnuson@bpsd.k12.ca.us
Telephone: 714-736-4241
Fax:

Bargaining Unit Date: 04/13/2015
Name: Buena Park Teachers Association
Representative: Bob Mize
Title: President
Position: Neutral
Comments:

Bargaining Unit Date: 04/13/2015
Name: California School Employees Association, Chapter #569
Representative: JoAnn Butcher
Title: President
Position: Neutral
Comments:

Attachment A

6. Education Code or California Code of Regulations section to be waived

The Buena Park School District desires to waive the following sections and portions of the Education Code lined out below:

§ 5019. Trustee areas and size of school district governing boards; powers of city committee; proposal and hearing

(a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) [the rearrangement of the] boundaries of trustee areas for a particular district, then the [rearrangement of the] trustee areas shall be effectuated for the next district election occurring at least 120 days after its approval [, unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within

60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters.]

[**§ 5020. Presentation of proposal to electors**

(a) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.

(b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.

(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.

(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.

(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:

“For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District --Yes” and “For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District--No.”

"For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--No."

"For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--Yes" and "For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--No."

"For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--No."

"For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--No."

"For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--No."

"For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--No."

If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.]

§ 5021. Incumbents to serve out terms despite approval of change

(a) If a proposal for the establishment of trustee areas formulated under Sections 5019 [and 5020] is approved [by a majority of the voters voting at the election], any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established [at such election] which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by [a majority of the voters voting on the measure, or by] the county committee on school district organization when [no election is required], and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.

(c) If a proposal for abolishing trustee areas is approved [by a majority of the voters voting at the

election], the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.

§ 5030. Alternate method of election

Except as provided in Sections 5027 and 5028, in any school district or community college district having trustee areas, the county committee on school district organization and the registered voters of a district, pursuant to Sections 5019 [and 5020], respectively, may at any time recommend one of the following alternate methods of electing governing board members:

(a) That each member of the governing board be elected by the registered voters of the entire district.

(b) That one or more members residing in each trustee area be elected by the registered voters of that particular trustee area.

(c) That each governing board member be elected by the registered voters of the entire school district or community college district, but reside in the trustee area which he or she represents.

The recommendation shall provide that any affected incumbent member shall serve out his or her term of office and that succeeding board members shall be nominated and elected in accordance with the method recommended by the county committee.

Whenever trustee areas are established in a district, provision shall be made for one of the alternative methods of electing governing board members.

[In counties with a population of less than 25,000], the county committee on school district organization or the county board of education, if it has succeeded to the duties of the county committee, may at any time, by resolution, with respect to trustee areas established for any school district, other than a community college district, amend the provision required by this section without additional approval by the electors, to require one of the alternate methods for electing board members to be utilized.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3066472 Waiver Number: 16-6-2015 Active Year: 2015

Date In: 6/22/2015 2:34:50 PM

Local Education Agency: Centralia Elementary School District
Address: 6625 La Palma Ave.
Buena Park, CA 90620

Start: 1/1/2015 End: 12/31/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: Elimination of Election Requirement
Ed Code Section: 5019, 5020, 5021, 5030
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: See Attachment A

Outcome Rationale: See Attachment B

Student Population: 4400

City Type: Small

Public Hearing Date: 6/16/2015
Public Hearing Advertised: Notice in newspaper, posted at each school, posted on website and school pages

Local Board Approval Date: 6/16/2015

Community Council Reviewed By: 4/29/15 District English Language Acquisition Committee (DELAC), 5/18/15 Parent/Teacher Association (PTA), 4/28 - 5/20/15 English Language Acquisition Committees (ELACs) and School Site Councils
Community Council Reviewed Date: 4/28/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Ruth Ann McMillen
Position: Executive Assistant to the Superintendent
E-mail: ruth_ann_mcmillen@cesd.us
Telephone: 714-228-3136
Fax: 714-228-3111

Bargaining Unit Date: 04/27/2015
Name: California School Employees Association, Chapt. 136
Representative: Lisa Pellicano
Title: President
Position: Support
Comments:

Bargaining Unit Date: 05/04/2015
Name: Centralia Education Assocation (CEA)
Representative: Rhodia Shead
Title: President
Position: Support
Comments:

ATTACHMENT A

6. Education Code or California Code of Regulations Section to be Waived

The Centralia Unified School District desires to waive the following sections and portions of the Education Code lined out below:

§ 5019. Trustee areas and size of school district governing boards; powers of county committee; proposal and hearing

(a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) [the rearrangement of the] boundaries of trustee areas for a particular district, then the [rearrangement of the] trustee areas shall be effectuated for the next district election occurring at least 120 days after its approval [, unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within

60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters].

[**§ 5020. Presentation of proposal to electors**

(a) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.

(b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.

(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.

(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.

(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:

“For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District --Yes” and “For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District--No.”

"For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--No."

"For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--Yes" and "For d*ecreasi*ng the number of members of the governing board of ____ (insert name) School District from seven to five--No."

"For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--No."

"For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--No."

"For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--No."

"For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--No."

If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.]

§ 5021. Incumbents to serve out terms despite approval of change

(a) If a proposal for the establishment of trustee areas formulated under Sections 5019 [and 5020] is approved [by a majority of the voters voting at the election], any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established at such election which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by [a majority of the voters voting on the measure, or by] the county committee on school district organization [when no election is required], and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.

(c) If a proposal for abolishing trustee areas is approved [by a majority of the voters voting at the election], the incumbent board members shall serve out their terms of office and succeeding

board members shall be nominated and elected at large from the district.

§ 5030. Alternate method of election

Except as provided in Sections 5027 and 5028, in any school district or community college district having trustee areas, the county committee on school district organization and the registered voters of a district, pursuant to Section[s] 5019 [and 5020, respectively], may at any time recommend one of the following alternate methods of electing governing board members:

(a) That each member of the governing board be elected by the registered voters of the entire district.
(b) That one or more members residing in each trustee area be elected by the registered voters of that particular trustee area.
(c) That each governing board member be elected by the registered voters of the entire school district or community college district, but reside in the trustee area which he or she represents.

The recommendation shall provide that any affected incumbent member shall serve out his or her term of office and that succeeding board members shall be nominated and elected in accordance with the method recommended by the county committee.

Whenever trustee areas are established in a district, provision shall be made for one of the alternative methods of electing governing board members.

[In counties with a population of less than 25,000,] the county committee on school district organization or the county board of education, if it has succeeded to the duties of the county committee, may at any time, by resolution, with respect to trustee areas established for any school district, other than a community college district, amend the provision required by this section without additional approval by the electors, to require one of the alternate methods for electing board members to be utilized.

ATTACHMENT B

7. Desired Outcome/Rationale

The Centralia Elementary School District desires to have the requested Education Code sections waived because the waiver of these sections will allow the District to successfully adopt trustee areas and establish a by-trustee area election process as expeditiously as possible and avoid the risk and expense associated with threatened litigation under the CVRA.

If approved, this waiver would allow the District to complete the transition process to a by-trustee area election method without delay and will further provide the District the flexibility to select the trustee areas which will elect first under the new election methodology. Normally, under Education Code section 5021, the County Committee on School District Organization determines by lot which of several vacant trustee areas will elect in which order. In this case, the District has identified the areas which would first elect under the new by-trustee area election methodology.

It is imperative that this waiver be approved because the District's failure to successfully adopt and implement trustee areas and a by-trustee area election process leaves the District vulnerable to litigation in which the District would be exposed to potentially having to pay significant attorneys' fees to the plaintiffs, which would pose an undue hardship and extreme detriment to the District and its students.

CVRA History

The California Legislature enacted the California Voting Rights Act of 2001. (*See* California Elections Code §§ 14025-14032). This legislation makes all at-large election systems in California for cities, school districts and special districts vulnerable to legal attack, largely on proof of racially polarized voting, regardless of whether a majority district can be formed and, under the interpretation adopted by plaintiffs in other pending CVRA cases, without regard to the electoral success of minority candidates or the need to prove actual racial injury exists.

The CVRA purports to alter several requirements that plaintiffs would have to prove under the Federal Voting Rights Act, thereby making it easier to challenge at-large election systems.

The first suit under the CVRA was filed against the City of Modesto in 2004. Modesto challenged the facial constitutionality of the CVRA on the basis that, by using race as the sole criterion of liability, the CVRA contains a suspect racial classification that California was required to justify under equal protection strict scrutiny standards. The trial court struck down the statute but the California Court of Appeal reversed. (*Sanchez v. City of Modesto* (2006) 145 Cal.App.4th 660).

The City of Modesto ultimately settled the litigation, but not before paying plaintiffs' attorneys $3 million dollars in fees. (the prevailing party [other than a public agency] is entitled to an award of their attorneys' fees and costs under the CVRA) and another $1.7 million to its own attorneys.

Similarly, the Hanford Joint Union High School District was sued under the CVRA and after adopting trustee areas and establishing by-trustee area elections (and requesting and receiving virtually the same waiver from the State Board of Education that is being requested here), paid

plaintiffs in that lawsuit the sum of $110,000 pursuant to a settlement agreement. More recently, the Madera Unified School District has been sued under the CVRA and their November 2008 governing board member election was enjoined by the court. The Plaintiffs in that case demanded $1.8 million in attorneys' fees from that District, though that amount was subsequently reduced by the trial court and upheld on appeal.

In May of 2015, the City of Palmdale settled the CVRA lawsuit that had been filed against it after trial for $4.5 million plus interest.

The requested waiver will allow the District to complete its transition to a by-trustee area election process in time to for the next governing board member election which will reduce the District's liability under the CVRA going forward

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964832 Waiver Number: 1-8-2015 Active Year: 2015

Date In: 8/3/2015 10:28:26 AM

Local Education Agency: Newhall School District
Address: 25375 Orchard Village Rd., Ste. 200
Valencia, CA 91355

Start: 5/26/2015 End: 4/1/2017

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: Elimination of Election Requirement
Ed Code Section: 5020 and portions of 5019, 5021, and 5030
Ed Code Authority: 33050-33053

Ed Code or *CCR* to Waive: Please see Attachment A, attached hereto and incorporated herein by reference.

Outcome Rationale: This waiver is requested to expedite efforts by the Newhall School District ("District") to ensure compliance with the California Voting Rights Act (Elections Code section 14025 et seq.) ("CVRA"). By granting this waiver, the District will be able to implement its new "by-trustee area" election system for its November 2015 elections to reduce any potential liability under the CVRA. Due to the fact that the CVRA grants a prevailing plaintiff the right to reasonable attorneys' and expert witness fees, the District seeks to reduce the risk of costly litigation under the CVRA. By reducing the risk of such costly litigation in an expeditious and cost-efficient manner, the District will be able to ensure that cuts to necessary and valuable District student programs are not needed because of claims being brought under the CVRA.

Student Population: 6720

City Type: Urban

Public Hearing Date: 5/5/2015
Public Hearing Advertised: Newspaper, school sites, District office, posted on District webpage

Local Board Approval Date: 5/5/2015

Community Council Reviewed By: School Site Councils, English Learner Advisory Committees, PTA/PTO
Community Council Reviewed Date: 4/30/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Milton Foster
Position: Legal Counsel for Newhall School District
E-mail: mfoster@f3law.com
Telephone: 951-255-2130
Fax:

Bargaining Unit Date: 04/29/2015
Name: Newhall Educational Support Professionals
Representative: Ric Seal
Title: President
Position: Support
Comments:

Bargaining Unit Date: 04/29/2015
Name: Newhall Teachers Association
Representative: Melanie Musella
Title: Co-President
Position: Support
Comments:

Attachment A

6. Education Code sections to be waived

Request to waive the following sections and portions of the Education Code lined out below:

§ 5019. Trustee areas and size of school district governing boards; powers of county committee; proposal and hearing

(a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) [the rearrangement of the] boundaries of trustee areas for a particular district, then the [rearrangement of the] trustee areas shall be effectuated for the next district election occurring

at least 120 days after ~~its~~ approval, [, unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within 60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters.]

[§ 5020. Presentation of proposal to electors]

[(a) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.]

[(b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.]

[(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:]

["For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name)

School District --Yes" and "For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District--No."]

["For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--No."]

["For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--Yes" and "For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--No."]

["For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--No."]

["For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--No."]

["For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--No."]

["For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--No."]
[If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.]

§ 5021. Incumbents to serve out terms despite approval of change

(a) If a proposal for the establishment of trustee areas formulated under Section~~s~~ 5019 [and 5020]is approved [by a majority of the voters voting at the election], any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established at such election which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the

governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by [a majority of the voters voting on the measure, or by] the county committee on school district organization [when no election is required], and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.

(c) If a proposal for abolishing trustee areas is approved [by a majority of the voters voting at the election], the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.

§ 5030. Alternate method of election

Except as provided in Sections 5027 and 5028, in any school district or community college district having trustee areas, the county committee on school district organization [and the registered voters of a district], pursuant to Section~~s~~ 5019 [and 5020, respectively], may at any time recommend one of the following alternate methods of electing governing board members:

(a) That each member of the governing board be elected by the registered voters of the entire district.

(b) That one or more members residing in each trustee area be elected by the registered voters of that particular trustee area.

(c) That each governing board member be elected by the registered voters of the entire school district or community college district, but reside in the trustee area which he or she represents.

The recommendation shall provide that any affected incumbent member shall serve out his or her term of office and that succeeding board members shall be nominated and elected in accordance with the method recommended by the county committee.

Whenever trustee areas are established in a district, provision shall be made for one of the alternative methods of electing governing board members.

[In counties with a population of less than 25,000,] the county committee on school district organization or the county board of education, if it has succeeded to the duties of the county committee, may at any time, by resolution, with respect to trustee areas established for any school district, other than a community college district, amend the provision required by this section without additional approval by the electors, to require one of the alternate methods for electing board members to be utilized.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5672538 Waiver Number: 13-6-2015 Active Year: 2015

Date In: 6/18/2015 8:39:29 AM

Local Education Agency: Oxnard School District
Address: 1051 South A St.
Oxnard, CA 93030

Start: 9/1/2015 End: 8/31/2017

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: Elimination of Election Requirement
Ed Code Section: 5020, portions of 5019, 5021 and 5030
Ed Code Authority: 33050-33053

Ed Code or *CCR* to Waive: See Attachment A attached hereto.

Outcome Rationale: The wavier is requested to expedite efforts by Oxnard School District to come into compliance with the California Voters Rights Act of 2001.

Student Population: 16500

City Type: Small

Public Hearing Date: 5/6/2015
Public Hearing Advertised: Notice in Newspaper

Local Board Approval Date: 5/6/2015

Community Council Reviewed By: Parent Advisory Committee (PAC)
Community Council Reviewed Date: 6/9/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Nitasha Sawhney
Position: General Counsel
E-mail: nsawhney@ghsblaw.com
Telephone: 510-692-2802
Fax:

Bargaining Unit Date: 06/09/2015
Name: California School Employees Association
Representative: Jabbar Wofford
Title: President
Position: Support
Comments:

Bargaining Unit Date: 06/10/2015
Name: Oxnard Educators Association
Representative: Robin Lefkovits
Title: President
Position: Support
Comments

Bargaining Unit Date: 06/09/2015
Name: Oxnard Supportive Services Association
Representative: Andrea Bleecher
Title: President
Position: Support
Comments

Attachment A

6. Education Code or California Code of Regulations section to be waived

Request to waive the following sections and portions of the Education Code lined out below:

§ 5019. Trustee areas and size of school district governing boards; powers of county committee; proposal and hearing

(a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) [the rearrangement of the] boundaries of trustee areas for a particular district, then the [rearrangement of the] trustee areas shall be effectuated for the next district election occurring at least 120 days after its approval,[unless at least 5 percent of the registered voters of the district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within 60 days of the proposal's adoption by the county committee on school district organization. If

the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters.]

[§ 5020. Presentation of proposal to electors]

[(a) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.]

[(b) If a petition requesting an election on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.]

[(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:]

["For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District --Yes" and "For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District--No."]

["For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--No."]

["For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--Yes" and "For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--No."]

["For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--No."]

["For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--No."]

["For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--No."]

["For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--No."]

[If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.]

§ 5021. Incumbents to serve out terms despite approval of change

(a) If a proposal for the establishment of trustee areas formulated under Sections 5019 and 5020 is approved [by a majority of the voters voting at the election], any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established [at such election] which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by [a majority of the voters voting on the measure, or by] the county committee on school district organization [when no election is required,] and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.

(c) If a proposal for abolishing trustee areas is approved [by a majority of the voters voting at the

election], the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.

§ 5030. Alternate method of election

Except as provided in Sections 5027 and 5028, in any school district or community college district having trustee areas, the county committee on school district organization [and the registered voters of a district], pursuant to Sections 5019 [and 5020, respectively], may at any time recommend one of the following alternate methods of electing governing board members:

(a) That each member of the governing board be elected by the registered voters of the entire district.

(b) That one or more members residing in each trustee area be elected by the registered voters of that particular trustee area.

(c) That each governing board member be elected by the registered voters of the entire school district or community college district, but reside in the trustee area which he or she represents.

The recommendation shall provide that any affected incumbent member shall serve out his or her term of office and that succeeding board members shall be nominated and elected in accordance with the method recommended by the county committee.

Whenever trustee areas are established in a district, provision shall be made for one of the alternative methods of electing governing board members.

[In counties with a population of less than 25,000,] the county committee on school district organization or the county board of education, if it has succeeded to the duties of the county committee, may at any time, by resolution, with respect to trustee areas established for any school district, other than a community college district, amend the provision required by this section without additional approval by the electors, to require one of the alternate methods for electing board members to be utilized.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-09

ITEM #W-09

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **Specific Waiver**

SUBJECT

Request by seven local educational agencies under the authority of California *Education Code* Section 52863 for waivers of *Education Code* Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.

Waiver Numbers: Baker Valley Unified School District 12-5-2015
Big Pine Unified School District 1-5-2015
Golden Valley Unified School District 5-6-2015
Igo, Ono, Platina Union Elementary School District 17-6-2015
Los Angeles Unified School District 1-6-2015
Mariposa County Unified School District 20-5-2015
Mariposa County Unified School District 21-5-2015
Plumas Unified School District and Plumas County Office of Education 15-5-2015

☒ **Action**

☒ **Consent**

SUMMARY OF THE ISSUE(S)

Specific authority is provided in California *Education Code* (*EC*) Section 52863 to allow the State Board of Education (SBE) to waive the Schoolsite Council (SSC) requirements contained in *EC* 52852 of the School-Based Coordination Program (SBCP) Act that would hinder the success of the program implementation. These waivers must be renewed every two years.

Authority for Waiver: *EC* Section 52863

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends approval with conditions, see Attachment 1.

SUMMARY OF KEY ISSUES

The Baker Valley Unified School District is requesting to renew a shared SSC for three schools: Baker Elementary School (8 teachers serving 76 students in kindergarten through grade five), Baker Junior High School (2 teachers serving 31 students in grades

six through eight), and Baker High School (5 teachers serving 50 students in grades nine through twelve). There are two additional teachers, one physical education teacher and one art teacher, who teach all grade spans and are shared among the three schools. They are located in a small town in a rural area with a population of less than 700 people.

The Big Pine Unified School District is requesting to renew a shared SSC for their only two schools: Big Pine Elementary School (8 teachers serving 141 students in transitional kindergarten through grade eight) and Big Pine High School (6 teachers serving 43 students in grades nine through twelve). The two schools share the principal, the campus, and the main office. They are located in a rural area.

The Golden Valley Unified School District is requesting to renew a shared SSC with composition change for its Educational Options Program, consisting of five small alternative schools: Centennial Independent Study School (1 teacher serving 11 students in grades one through twelve), Children's Hospital of Central California (1 teacher serving 6 students in kindergarten through adult), Independence Continuation High School (2 teachers serving 6 students in grades ten through twelve), Lincoln Community Day School (1 teacher serving 8 students in grades seven through twelve), and Valley Teen Ranch Community Day School (2 teachers serving 22 students in grades seven through twelve). These five schools, managed by one administrator, share most of the teaching staff and collaborate in providing many activities and services including professional development. They are located in a rural area.

The Igo, Ono, Platina Union Elementary School District is requesting to renew a shared SSC for two small schools: Igo-Ono Elementary School (3 teachers serving 48 students in kindergarten through grade eight) and Platina Elementary School (1 teacher serving 9 students in kindergarten through grade eight). The two schools are located in a rural area.

The Los Angeles Unified School District is requesting SSC composition changes for the SSCs of eleven individual schools: Albert Einstein Continuation High School (3 teachers serving 79 students in grades nine through twelve), Cheviot Hills Continuation High School (3 teachers serving 72 students in grades nine through twelve), Elementary Community Day School (2 teachers serving 12 students in kindergarten through grade six), George S. Patton Continuation High School (3 teachers serving 75 students in grades nine through twelve), Henry David Thoreau Continuation High School (3 teachers serving 105 students in grades nine through twelve), John Hope Continuation High School (3 teachers serving 73 students in grades nine through twelve), Mt. Lukens Continuation High School (3 teachers serving 67 students in grades nine through twelve), Moneta Continuation High School (3 teachers serving 54 students in grades nine through twelve), Pueblo De Los Angeles Continuation High School (3 teachers serving 100 students in grades nine through twelve), Whitman Continuation High School (3 teachers serving 73 students in grades nine through twelve), and William Tell Aggeler Opportunity High School (3 teachers serving 91 students in grades seven through twelve). All of them are alternative schools, located in various parts of the district in a urban area.

The Mariposa County Unified School District is requesting to renew a shared SSC with composition change for two small schools: Yosemite National Park El Portal Elementary School (5 teachers serving 98 students in kindergarten through grade eight) and Yosemite Park High School (2 teachers serving 10 students in grades nine through twelve). The two schools share the principal and are located on the same campus in a rural area.

The Mariposa County Unified School District is requesting to renew a shared SSC with composition change for two small schools: Lake Don Pedro Elementary School (9 teachers serving 200 students in kindergarten through grade eight) and Coulterville High School (2 teachers serving 2–10 students in grades nine through twelve). The two schools share the principal, and the community in a rural area.

The Plumas Unified School District and Plumas County Office of Education are requesting a shared SSC for five small schools: Almanor Continuation High School, Plumas Unified School District (grades nine through twelve with no staffing nor student enrollment at this time), Beckwourth (Jim) Continuation High School, Plumas Unified School District (1 teacher severing 16 students in grades nine through twelve), Portola Opportunity School, Plumas County Office of Education (4 teachers serving 11 students in kindergarten through grade eight), Plumas County Opportunity School, Plumas County Office of Education (4 teachers serving 12 students in grades seven through nine), and Plumas County Community School, Plumas County Office of Education (1 teacher serving 7 students in grades seven through twelve). These five schools share one administrator – the Director of Alternative Education. They are located in geographically isolated communities in a rural area.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CDE has previously presented requests from local educational agencies (LEAs) to waive some of the SSC requirements in *EC* 52863 or to allow one shared schoolsite council for multiple schools. All of these requests have been granted with conditions. The conditions take into consideration the rationale provided by the LEAs, a majority of which are due to the size, type, location, or other capacities of the schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Requesting a Schoolsite Council Waiver (5 Pages)

Attachment 2: Baker Valley Unified School District Specific Waiver Request 12-5-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Big Pine Unified School District Specific Waiver Request 1-5-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Golden Valley Unified School District Specific Waiver Request 5-6-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Igo, Ono, Platina Union Elementary School District Specific Waiver Request 17-6-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: Los Angeles Unified School District Specific Waiver Request 1-6-2015 (3 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 7: Mariposa County Unified School District Specific Waiver Request 20-5-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 8: Mariposa County Unified School District Specific Waiver Request 21-5-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 9: Plumas Unified School District Specific Waiver Request 15-5-2015 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Local Educational Agencies Requesting a Schoolsite Council Waiver

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
12-5-2015	Baker Valley Unified School District for Baker Elementary School (3673858 6035273), Baker Junior High School (3673858 6109193), and Baker High School (3673858 3630076)	Shared SSC	Approval with conditions: the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	**Yes** **Requested:** 08/01/2014 to 07/01/2016 **Recommended:** 08/01/2014 to 07/01/2016	None indicated	Baker Elementary School, Baker Junior High School, and Baker High School SSC 04/16/2015 **No Objection**	04/16/2015
1-5-2015	Big Pine Unified School District for Big Pine Elementary School (1463248 6008692) and Big Pine High School (1463248 1431352)	Shared SSC	Approval with conditions: the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	**Yes** **Requested:** 08/01/2015 to 07/31/2017 **Recommended:** 08/01/2015 to 07/31/2017	Big Pine Educators Association Pete Schlieker President 04/27/2015 **Support**	Big Pine District Advisory Council 04/30/2015 **No Objection**	05/04/2015

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
5-6-2015	Golden Valley Unified School District for Centennial Independent Study School (2075580 0111443), Children's Hospital of Central California (2075580 0123315), Independence Continuation High School (2075580 2030161), Lincoln Community Day School (2075580 0110395), and Valley Teen Ranch Community Day School (2075580 0110403)	Shared SSC and composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), two parents/community members (selected by parents), and two students (selected by peers).	**Yes** **Requested:** 07/01/2015 to 06/30/2017 **Recommended:** 07/01/2015 to 06/29/2017	None indicated	Golden Valley Unified School District Educational Options Program SSC 05/13/2015 **No Objection**	06/02/2015
17-6-2015	Igo, Ono, Platina Union Elementary School District for Igo-Ono Elementary School (4570029 6050355) and Platina Elementary School (4570029 6050371)	Shared SSC	Approval with conditions: the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), and five parents/community members (selected by parents).	**Yes** **Requested:** 08/31/2015 to 08/31/2017 **Recommended:** 08/31/2015 to 08/29/2017	California Teachers Association Michael Orlicky President 05/06/2015 **Support** Classified School Employees Association Tony Williams President 05/06/2015 **Support**	Igo-Ono Elementary School and Platina Elementary School SSC 05/06/2015 **No Objections**	06/15/2015

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
1-6-2015	Los Angeles Unified School District for Albert Einstein Continuation High School (1964733 1931385), Cheviot Hills Continuation High School (1964733 1931336), Elementary Community Day School (1964733 6120794), George S. Patton Continuation High School (1964733 1931518), Henry David Thoreau Continuation High School (1964733 1932250), John Hope Continuation High School (1964733 1931971), Mt. Lukens Continuation High School (1964733 1930791), Moneta Continuation High School (1964733 1930486), Pueblo de Los Angeles Continuation High School (1964733 1930577), Whitman Continuation High School (1964733 1931856), and William Tell Aggeler Opportunity High School (1964733 1930064)	SSC composition changes for eleven individual schools	Approval with conditions: the SSCs for 1) Albert Einstein Continuation High School 2) Cheviot Hills Continuation High School 3) George S. Patton Continuation High School 4) Henry David Thoreau Continuation High School 5) John Hope Continuation High School 6) Mt. Lukens Continuation High School 7) Moneta Continuation High School 8) Pueblo de Los Angeles Continuation High School 9) Whitman Continuation High School 10) William Tell Aggeler Opportunity High School must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and two students (selected by peers); Approval with conditions: the SSC for Elementary Community Day School must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), and four parents/community members (selected by parents).	**No** **Requested:** 07/01/2015 to 06/30/2016 **Recommended:** 07/01/2015 to 06/29/2016	United Teachers of Los Angeles Bargaining Unit Colleen Schwab Vice President 03/25/2015 **Support**	Albert Einstein Continuation High School SSC 04/14/2015 **No Objection** Cheviot Hills Continuation High School SSC 05/05/2015 **No Objection** Elementary Community Day Elementary School SSC 04/22/2015 **No Objection** George S. Patton Continuation High School SSC 04/14/2015 **No Objection** Henry David Thoreau Continuation High School SSC 04/14/2015 **No Objection** John Hope Continuation High School SSC 04/24/2015 **No Objection** Mt. Lukens Continuation High School SSC 04/20/2015 **No Objection** Moneta Continuation High School SSC 04/14/2015 **No Objection** Pueblo de Los Angeles Continuation High School SSC 04/17/2015 **No Objection** Whitman Continuation High School SSC 05/18/2015 **No Objection** William Tell Aggeler Opportunity High School SSC 04/20/2015 **No Objection**	04/14/2015

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
20-5-2015	Mariposa County Unified School District for Yosemite National Park El Portal Elementary School (2265532 6025001) and Yosemite Park High School (2265532 2230084)	Shared SSC and composition change	Approval with conditions: the SSC must consist of one principal, one classroom teacher (selected by peers), one other school representative (selected by peers), two parents/community members (selected by parents), and one student (selected by peers).	**Yes** **Requested:** 07/01/2015 to 06/30/2017 **Recommended:** 07/01/2015 to 06/29/2017	California School Employees Association John Stewart President 05/05/2015 **Support** California Teachers Association Lynda Dougherty-Kelley President 05/05/2015 **Support**	Yosemite National Park El Portal Elementary School and Yosemite Park High School SSC 03/18/2015 **No Objection**	04/16/2015
21-5-2015	Mariposa County Unified School District for Lake Don Pedro Elementary School (2265532 6103477) and Coulterville High School (2265532 2230076)	Shared SSC and composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and one student (selected by peers).	**Yes** **Requested:** 07/01/2015 to 06/30/2017 **Recommended:** 07/01/2015 to 06/29/2017	California School Employees Association John Stewart President 05/05/2015 **Support** California Teachers Association Lynda Dougherty-Kelley President 05/05/2015 **Support**	Lake Don Pedro Elementary School and Coulterville High School SSC 04/02/2015 **No Objection**	04/16/2015

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
15-5-2015	Plumas Unified School District and Plumas County Office of Education for Almanor Continuation High School (3266969 3230034), Beckwourth (Jim) Continuation High School (3266969 3230042), Portola Opportunity School (3210322 6117360), Plumas County Opportunity School (3210322 0108001), and Plumas County Community School (3210322 0100057)	Shared SSC	Approval with conditions: the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	**No** **Requested:** 07/01/2015 to 06/30/2017 **Recommended:** 07/01/2015 to 06/29/2017	None indicated	Plumas Unified School District and Plumas County Office of Education Alternative Education Program SSC 03/16/2015 **No Objection**	05/14/2015

Created by the California Department of Education
May 11, 2015

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3673858 Waiver Number: 12-5-2015 Active Year: 2015

Date In: 5/14/2015 4:11:02 PM

Local Education Agency: Baker Valley Unified School District
Address: 72100 School House Ln.
Baker, CA 92309

Start: 8/1/2014 End: 7/1/2016

Waiver Renewal: Y
Previous Waiver Number: 7-10-2012-W-06 Previous SBE Approval Date: 1/16/2013

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: 52852

Outcome Rationale: Our district operates three schools (an elementary school, a junior high school, and a high school). Our town population is small (less than 700). Most of the parents have multiple students in multiple schools, making it difficult to find parents to join the School Site Council. Also, we have parents that work at the school too, which they can then only fill classified staff positions instead of parents. Having one School Site Council would make it easier to fill the parent positions and the teachers since our Junior High only has two teachers. All three schools share the same campus, so working together is not an obstacle.

Student Population: 110

City Type: Rural

Local Board Approval Date: 4/16/2015

Council Reviewed By: Local School Board
Council Reviewed Date: 4/16/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Eric Gold
Position: School Site Council President
E-mail: eric_gold@baker.k12.ca.us
Telephone: 760-733-4567
Fax: 760-733-4605

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1463248 Waiver Number: 1-5-2015 Active Year: 2015

Date In: 5/6/2015 8:23:21 AM

Local Education Agency: Big Pine Unified School District
Address: 500 South Main St.
Big Pine, CA 93513

Start: 8/1/2015 End: 7/31/2017

Waiver Renewal: Y
Previous Waiver Number: 8-5-2013-W-02 Previous SBE Approval Date: 9/4/2013

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC* 52852 A school site council shall be established at [each] school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Big Pine Unified School District has 184 students with a TK-8 elementary school of 141 students and a high school of 43 students. There is one principal, a part-time superintendent and one main office. There are 14 teachers. All of the school buildings are located at the same address on a single campus. BPUSD has one set of goals that drive the improvement process for all. We are united in our efforts, and because of our size, there is not a differentiation between “school site” and district. We do not have enough staff or community members to form more than one site council.

Student Population: 184

City Type: Rural

Local Board Approval Date: 5/4/2015

Council Reviewed By: Big Pine District Advisory Council
Council Reviewed Date: 4/30/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Pamela Jones
Position: Superintendent
E-mail: dosec@bp.k12.ca.us
Telephone: 760-938-2005 x224
Fax: 760-938-2310

Bargaining Unit Date: 04/27/2015
Name: Big Pine Educator's Association
Representative: Pete Schlieker
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 2075580 Waiver Number: 5-6-2015 Active Year: 2015

Date In: 6/9/2015 1:31:34 PM

Local Education Agency: Golden Valley Unified School District
Address: 37479 Avenue 12
Madera, CA 93636

Start: 7/1/2015 End: 6/30/2017

Waiver Renewal: Y
Previous Waiver Number: 8-6-2013-W-02 Previous SBE Approval Date: 9/04/2013

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: A schoolsite council shall be established at [each] school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Educational Options program has five small alternative schools that are under the direction of one administrator. Professional development and other commonalities are shared because of one administrator. None of the schools are large enough to meet the requirements for a school site council. The SSC selection process will provide for representation of parents, staff, and students of all of the schools. The SSC would be made up of the following members: one principal (who administers all schools), 2 teachers (selected by their peers), one other school representative, 2 parents (selected by their peers) and 2 sutdents (selected by their peers). Since these five school sites are so small, most of the teachers teach in several schools. Parent involvement is low so having 2 parents on the council, while challenging, can be doable. Every effort will be made to have representation from each site.

Student Population: 72

City Type: Rural

Local Board Approval Date: 6/2/2015

Council Reviewed By: Educational Options School Site Council
Council Reviewed Date: 5/13/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Diana Forshee
Position: Coordinator of Special Programs
E-mail: dforshee@gvusd.org
Telephone: 559-645-7533
Fax: 559-645-7144

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4570029 Waiver Number: 17-6-2015 Active Year: 2015

Date In: 6/23/2015 9:39:12 AM

Local Education Agency: Igo, Ono, Platina Union Elementary School District
Address: 6429 Placer St.
Igo, CA 96047

Start: 8/31/2015 End: 8/31/2017

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *Education Code* 52852 school site councils for small schools sharing common services or attendance areas, administration and other characteristics.

Outcome Rationale: In the Igo-Ono-Platina School District, there shall be one site council for grades K-8. The council shall represent both school sites in the district: Igo-Ono School and Platina Elementary. The site council shall be composed of one administrator, teachers elected by teachers, other school personnel selected by other school representatives from each school, plus one administrator who will represent both schools. Parent/community members shall represent, as equally as possible, both schools. One K-8 school site council facilities better parent participation and eliminates many duplicate efforts in a small district, which draws from a common attendance area.

Student Population: 60

City Type: Rural

Local Board Approval Date: 6/15/2015

Council Reviewed By: Bargaining Unit and school site council
Council Reviewed Date: 5/6/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Lori Carter
Position: Administrative Assistant
E-mail: lcarter@rsdnmp.org
Telephone: 530-225-0011 x1170
Fax: 530-225-0011

Bargaining Unit Date: 05/06/2015
Name: California Teachers Association (CTA)
Representative: Michael Orlicky
Title: President
Position: Support
Comments:

Bargaining Unit Date: 05/06/2015
Name: Classified School Employees Association
Representative: Tony Williams
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964733 Waiver Number: 1-6-2015 Active Year: 2015

Date In: 6/1/2015 10:27:58 AM

Local Education Agency: Los Angeles Unified School District
Address: 333 South Beaudry Ave.
Los Angeles, CA 90017

Start: 7/1/2015 End: 6/30/2016

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC* Section 52852 reads as follows:

[At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).]

Outcome Rationale: Since these 11 small schools (see attached) will be receiving Title I funds this year, and since each school does not have enough teachers on site to form a compliant Schoolsite Council with a teacher majority on the staff side, a request is being made to waive the teacher majority requirement of the California *Education Code*.

Student Population: 600,000

City Type: Urban

Local Board Approval Date: 4/14/2015

Council Reviewed By: Schoolsite Council
Council Reviewed Date: 5/18/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Diane Panossian
Position: Administrator
E-mail: dpanossi@lausd.net
Telephone: 213-481-3350
Fax:

Bargaining Unit Date: 03/25/2015
Name: United Teachers of Los Angeles
Representative: Colleen Schwab
Title: United Teachers of Los Angeles Secondary Vice Pres
Position: Support
Comments:

Schoolsite Council Statute Waiver Request for Los Angeles Unified School District

The following schools need waivers from the Schoolsite Council statute of the California Education Code (EC 52852) requiring a teacher majority on the Schoolsite Council.

	SCHOOL NAME	COUNTY DISTRICT SCHOOL CODE	NUMBER OF TEACHERS	SCHOOLSITE COUNCIL REVIEW DATE	NUMBER OF STUDENTS
1	Albert Einstein Continuation High School	19 64733 1931385	3	4/14/15	79
2	Cheviot Hills Continuation High School	19 64733 1931336	3	5/5/15	72
3	Elementary Community Day School	19 64733 6120794	2	4/22/15	12
4	George Patton Continuation High School	19 64733 1931518	3	4/14/15	75
5	Henry David Thoreau Continuation High School	19 64733 1932250	3	4/14/15	105
6	Hope Continuation High School	19 64733 1931971	3	4/24/15	73
7	Mt. Lukens Continuation High School	19 64733 1930791	3	4/20/15	67
8	Moneta Continuation High School	19 64733 1930486	3	4/14/15	54
9	Pueblo De Los Angeles Continuation High School	19 64733 1930577	3	4/17/15	100
10	Whitman Continuation High School	19 64733 1931856	3	5/18/15	73
11	William Aggeler Opportunity High School	19 64733 1930064	3	4/20/15	91

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 2265532 Waiver Number: 20-5-2015 Active Year: 2015

Date In: 5/18/2015 12:53:01 PM

Local Education Agency: Mariposa County Unified School District
Address: 5082 Old Highway North
Mariposa, CA 95338

Start: 7/1/2015 End: 6/30/2017

Waiver Renewal: Y
Previous Waiver Number: 21-4-2014-W-11 Previous SBE Approval Date: 7/10/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC* 52852 A schoolsite council shall be established at each school which participate in school based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Due to the size and location of the 2 school optimal school site councils for each school is not realistic. Both schools share the same principal. Yosemite Park High School traditionally had small enrollments of less than 10 students with 2 teachers, while El Portal Elementary School has 98 students and 5 teachers. Both schools are located at the same site in the rural town of El Portal. As such we seek to combine the required SSC into 1 council. By reducing the size from 12-6 keeps the SSC practical in size but yet maintains the role and integrity of a functional SSC. The SSC will consist of 1 principal, 1 teacher, 1 other personnel, 2 parents and 1 student.

Student Population: 100

City Type: Rural

Local Board Approval Date: 4/16/2015

Council Reviewed By: School Board, El Portal Elementary SSC and YPHS SSC
Council Reviewed Date: 3/18/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Andrew Alvarado
Position: Director of Educational Services
E-mail: aalvarado@mariposa.k12.ca.us
Telephone: 209-742-0203
Fax: 209-966-4549

Bargaining Unit Date: 05/05/2015
Name: CSEA
Representative: John Stewart
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 05/05/2015
Name: MCTA
Representative: Lynda Dougherty-Kelley
Title: MCTA President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 2265532 Waiver Number: 21-5-2015 Active Year: 2015

Date In: 5/18/2015 2:12:22 PM

Local Education Agency: Mariposa County Unified School District
Address: 5082 Old Highway North
Mariposa, CA 95338

Start: 7/1/2015 End: 6/30/2017

Waiver Renewal: Y
Previous Waiver Number: 22-4-2014-W-11 Previous SBE Approval Date: 7/10/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC* 52852 A school site council shall be established at each school which participate in school based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Coulterville High School and Lake Don Pedro Elementary are located 14 miles apart however they have the same principal and share a community. Coulterville High School has traditionally had enrollments of less than 10 students and currently has an enrollment of 2 with 2 teachers. CHS is a necessary small high school located in the rural town of Coulterville. Lake Don Pedro Elementary serves k-8 with enrollment of less than 200 students. The goal of this request is to provide a composition that is practical and possible enabling a combined and smaller school site council to fulfill its role and responsibility. Specifically we are requesting to combine Coulterville High School and Lake Don Pedro Elementary into one school site council and reduce the number council members. The proposed composition is a 1 principal, 2 teachers, 1 other school personnel, 3 parents, and 1 student. which reduces the number of school site council members from 12-8. The reduction in size will not affect the functionality or outcomes of the school site council and will optimize parental involvement. .

Student Population: 196

City Type: Rural

Local Board Approval Date: 4/16/2015

Council Reviewed By: School Board, LDPE/CHS SSC

Council Reviewed Date: 4/2/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Andrew Alvarado
Position: Director of Educational Services
E-mail: aalvarado@mariposa.k12.ca.us
Telephone: 209-742-0203
Fax: 209-966-4549

Bargaining Unit Date: 05/05/2015
Name: California State Employees Association
Representative: John Stewart
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 05/05/2015
Name: California Teachers Association
Representative: Lynda Dougherty-Kelley
Title: MCTA President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3266969 Waiver Number: 15-5-2015 Active Year: 2015

Date In: 5/15/2015 1:13:26 PM

Local Education Agency: Plumas Unified School District
Address: 1446 East Main St.
Quincy, CA 95971

Start: 7/1/2015 End: 6/30/2017

Waiver Renewal:
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC* 52863 Any governing board, on behalf of a school site council, may request the State Board of Education (SBE) to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

Outcome Rationale: Plumas Unified School District (PUSD) is a rural district comprised of four geographically isolated communities. PUSD operates two continuation high schools, Almanor Continuation High School and Jim Beckwourth Continuation High School.

Plumas County Office of Education (PCOE) operates two Opportunity Schools, Portola Opportunity School (Kdg - 6th grades) which maintains four campuses serving four communities, and Plumas County Opportunity School (7th - 9th grades) which maintains two campuses. PCOE also operates Plumas County Community School (7th-12 grades), which is located in the community of Quincy.

The total enrollment for all programs at this time is 42 and all programs are currently administered by a single administrator, the Director of Alternative Education.

We believe that the establishment of a single School Site Council will streamline site operations, reduce duplicated efforts and allow for consolidated planning. Ensuring a synergic effort to provide effective standard based instruction, program evaluation, parent engagement and development activities, as well as school-to-home communication resulting in greater opportunities to increase student achievement.

We propose to establish a single School Site Council, managed with by-laws and procedures that will ensure a parity of representation with the membership composition required by the California Education code.

Student Population: 42

City Type: Rural

Local Board Approval Date: 5/14/2015

Council Reviewed By: Current Joint School Site Council, School Board
Council Reviewed Date: 3/16/2015
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Aurora Westwood
Position: Program Coordinator
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Telephone: 530-283-6500 x5235
Fax:

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-10

ITEM #W-10

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **General Waiver**

SUBJECT Request by two local educational agencies to waive the State Testing Apportionment Information Report deadline as stipulated in the *California Code of Regulations*, Title 5, Section 11517.5(b)(1)(A), regarding the California English Language Development Test; or Title 5, Section 1225(b)(3)(A), regarding the California High School Exit Examination; or Title 5, Section 862(b)(2)(A) prior to February 2014, regarding the Standardized Testing and Reporting Program; or Title 5, Section 862(b)(2)(A), regarding the California Assessment of Student Performance and Progress System. Waiver Numbers: Brentwood Union Elementary School District 22-4-2015 Victor Valley Union High School District 20-4-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUES

State regulations for the California English Language Development Test (CELDT), the California High School Exit Examination (CAHSEE), the Standardized Testing and Reporting (STAR) Program, and the California Assessment of Student Performance and Progress (CAASPP) each include, as a condition to be eligible for apportionment reimbursement, an annual deadline for the return of a certified State Testing Apportionment Information Report for prior year testing.

The local educational agencies (LEAs) filing for this waiver request missed the regulatory deadline for one or more State Testing Apportionment Information Report(s) for the 2012–13 and 2013–14 school years.

Authority for Waiver: *Education Code* (*EC*) Section 33050

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends that the state regulatory deadline for submission of the State Testing Apportionment Information Reports be waived for the LEAs and school year(s) shown on Attachment 1.

SUMMARY OF KEY ISSUES

Each fall, the CDE develops separate State Testing Apportionment Information Reports for the CELDT, CAHSEE, and CAASPP compiled from data produced by the testing contractors. STAR reports were developed and distributed from 1998 to 2013. The reports include the amount to be apportioned to the LEA based on the number of pupils tested during the previous school year. The CDE distributes the reports to the LEAs. State regulations require each LEA to certify the accuracy of the report by returning a signed report to the CDE by the regulatory deadline.

CDE staff verified that these LEAs submitted reports after the deadline and are required to submit a waiver as a condition to receive the applicable apportionment reimbursement.

Demographic Information:

Brentwood Union Elementary School District has a student population of 1,179 and is located in a small city in Contra Costa county.

Victor Valley Union High School District has a student population of 9,100 and is located in a rural area of San Bernardino county.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved all previous LEA requests to waive the State Testing Apportionment Information Report deadline since deadlines for submission of the State Testing Apportionment Information Reports were added to the *California Code of Regulations* (*CCR*). The SBE Waiver Policy 08-#: State Testing Apportionment Informational Report Deadline is available at http://www.cde.ca.gov/re/lr/wr/documents/statetesting.doc.

FISCAL ANALYSIS (AS APPROPRIATE)

If these waivers are approved, these two LEAs will be reimbursed for the costs of the CELDT, CAHSEE, STAR Program, or the CAASPP System for the 2012–13 and 2013–14 school years. Total costs are indicated on Attachment 1, and the waiver requests from each LEA are included as Attachments 2 and 3.

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Requesting Waiver of State Testing Apportionment Information Report Deadline (1 Page)

Attachment 2: Brentwood Union Elementary School District General Waiver Request 22-4-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Victor Valley Union High School District General Waiver Request 20-4-2015 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Local Educational Agencies Requesting Waiver of State Testing Apportionment Information Report Deadline

Waiver Number	Local Educational Agency	Period of Request	Test Report(s) Missing	Report(s) Submitted	School Year(s)	Reimbursement Amount	Union Position
22-4-2015	Brentwood Union Elementary	**Requested:** July 1, 2012 to June 30, 2013 **Recommended:** July 1, 2013 to December 31, 2013	California English Language Development Test	Yes	2012–13	$5,895.00	Support
20-4-2015	Victor Valley Union High School	**Requested:** January 1, 2014 to December 31, 2014 **Recommended:** July 1, 2014 to December 31, 2014	California High School Exit Examination	Yes	2013–14	$9,123.48	Support

Created by the California Department of Education
July 9, 2015

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0761655 Waiver Number: 22-4-2015 Active Year: 2015

Date In: 4/28/2015 11:21:44 AM

Local Education Agency: Brentwood Union Elementary School District
Address: 255 Guthrie Ln.P
Brentwood, CA 94513

Start: 7/1/2012 End: 6/30/2013

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CELDT
Ed Code Section: 11517.5
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: If postmarked after December 31, the apportionment report must be accompanied by the State Testing Apportionment Information Waiver request as provided by *Education Code* Section 33050.

Outcome Rationale: The original Apportionment Information Report for the year 2012-13 was not postmarked before December 31 of 2013.

Student Population: 1179

City Type: Small

Public Hearing Date: 3/11/2015
Public Hearing Advertised: Informational flyers were posted at all of the school sites, the local library, and local businesses.

Local Board Approval Date: 3/11/2015

Community Council Reviewed By: District English Learner Advisory Committee of Brentwood Union School District
Community Council Reviewed Date: 3/10/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Carmen Wood
Position: District EL Coordinator
E-mail: cwood@brentwood.k12.ca.us
Telephone: 925-513-6300 x4086
Fax:

Bargaining Unit Date: 03/29/2014
Name: Brentwood Teachers Association
Representative: Darrin Spencer
Title: BTA President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3667934 Waiver Number: 20-4-2015 Active Year: 2015

Date In: 4/24/2015 3:29:47 PM

Local Education Agency: Victor Valley Union High School District
Address: 16350 Mojave Dr.
Victorville, CA 92395

Start: 1/1/2014 End: 12/31/2014

Waiver Renewal: N
Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CAHSEE
Ed Code Section: CCR 1225(b)(2)(A)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: December 31, 2014 Deadline.

Outcome Rationale: We neglected to submit the final documentation to CDE by December 31st deadline. We are requesting funds so we can continue administering the CAHSEE in our district.

Student Population: 9100

City Type: Rural

Public Hearing Date: 1/22/2015
Public Hearing Advertised: Board Agenda Posting - Brown Act

Local Board Approval Date: 1/22/2015

Community Council Reviewed By: Board of Trustees
Community Council Reviewed Date: 1/22/2015
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Vinney Williams
Position: Instructional Technology Specialist
E-mail: vwilliams@vvuhsd.org
Telephone: 760-955-3201 x10264
Fax:

Bargaining Unit Date: 01/22/2015
Name: California School Employees Association
Representative: David Gregg
Title: President
Position: Support
Comments:

Bargaining Unit Date: 01/22/2015
Name: Victor Valley Teacher Association
Representative: Jose Berrios
Title: President
Position: Support
Comments:

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

WAIVER ITEM W-11

ITEM #W-11

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

☒ **Specific Waiver**

SUBJECT Request by two school districts, under the authority of California *Education Code* Section 41382, for a renewal to waive portions of *Education Code* sections 41376(a), (c), and (d) and/or 41378(a) through (e), relating to class size penalties for kindergarten through grade three. For kindergarten, the overall class size average is 31 to one with no class larger than 33. For grades one through three, the overall class size average is 30 to one with no class larger than 32. Waiver Numbers: Orange Unified School District 21-4-2015 South Whittier Elementary School District 25-4-2015	☒ **Action** ☒ **Consent**

SUMMARY OF THE ISSUE(S)

Request by two school districts, for a renewal to waive under the authority of California *Education Code (EC)* Section 41382, portions of *EC* sections 41376(a), (c), and (d) and/or 41378(a) through (e), relating to class size penalties for kindergarten through grade three for fiscal years 2014–15 and 2015–16.

Authority for Waiver: *EC* Section 41382

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) approve the waiver request by the districts shown on Attachment 1 that the class size penalties for kindergarten and/or grades one through three be waived, for the recommended period shown on Attachment 1, provided the overall average and individual class size average is not greater than the CDE recommended level shown on Attachment 1. Should the districts exceed these conditions, the class size penalty will be applied per statute.

The CDE also recommends that the SBE find that the class size penalty provisions of *EC* sections 41376 and/or 41378 will, if not waived, prevent the district from developing more effective educational programs to improve instruction in reading and mathematics for students in the classes specified in the district's application.

SUMMARY OF KEY ISSUES

Statutes Related to Kindergarten Through Grade Three Class Size

There are two different requirements regarding kindergarten through grade three (K–3) class sizes under the Local Control Funding Formula (LCFF).

The first requirement has been in law since the mid-1960s and is the subject of this waiver. This law requires the CDE to apply a financial class size penalty to a school district's LCFF funding if any of the following occur:

- A single kindergarten class exceeds an average enrollment of 33.
- The average enrollment of all kindergarten classes in the district exceeds 31.
- A single class in grades one through three exceeds an average enrollment of 32.
- The average enrollment of all grades one through three classes in the district exceeds 30.

School districts report their average class enrollment information to the CDE in the spring of the applicable year. If a school district does not meet the requirements, the CDE reduces the district's final payment for the year. Generally, the penalty is equal to a loss of all funding for enrollment above 31 in kindergarten classes or 30 in grades one through three classes. *EC* Section 41382 allows the SBE to waive this penalty if the associated class size requirements prevent the school and school district from developing more effective education programs to improve instruction in reading and mathematics.

The second requirement, which is new beginning in fiscal year 2013–14, is related to the K–3 grade-span adjustment (GSA) that increases the LCFF target funding for the K–3 grade span by 10.4 percent. The LCFF target represents what a school district would receive if the state had the resources to fully fund LCFF. As a condition of receiving this adjustment, school districts must meet one of the following conditions at each school site:

- If a school site's average class enrollment in K–3 was more than 24 pupils in the prior year, make progress toward maintaining, at that school site, an average class enrollment in K–3 of not more than 24 pupils.
- If a school site's average class enrollment in K–3 was 24 pupils or less in the prior year, maintain, at that school site, an average class enrollment in K–3 of not more than 24 pupils.
- Agree to a collectively bargained alternative to the statutory K–3 GSA requirements.

If an independent auditor finds that a school district did not meet one of the conditions, the CDE must retroactively remove the K–3 GSA from the district's funding. The *EC* Section 42238.02(d)(3)(E) does not allow the SBE to waive the adjustment.

These two statutes operate independently. It is possible that a district could comply with the ostensibly more restrictive conditions for the K–3 GSA and be out of compliance

with the K–3 class size penalty statutes for several reasons. For instance, the district could have negotiated an alternative to the K–3 GSA class size average that exceeds the class size penalty levels. Similarly, districts could be meeting the conditions for the K-3 GSA by making progress towards achieving an average class size of 24 at a school site, but still exceed the levels that trigger a class size penalty.

In September 2014, the SBE adopted Policy #14-01, which requires districts to provide certain types of information with their waiver requests commencing with fiscal year 2014–15.

Districts' Requests

The districts listed on Attachment 1 are requesting, under the authority of *EC* Section 41382, that the SBE waive subdivisions (a) through (e) of *EC* Section 41378 and/or subdivisions (a), (c), and (d) of *EC* Section 41376, which provide a penalty when a school district exceeds certain class size averages. The district's waivers included the information required by the SBE's Policy #14-01.

The Orange Unified School District's (USD) districtwide class average for grades one through three was 28.4, which is below the required 30 and is consistent with the district's Local Control and Accountability Plan (LCAP). However, according to the district, Nohl Canyon Elementary had a first grade classroom over the maximum level by one student. This resulted in a penalty of $399,476 in 2014–15. In order to avoid disruption to the student's education the district did not move the student to another classroom. The Orange USD is requesting a waiver for 2014–15; the district will return to the statutory levels in 2015–16.

The South Whittier Elementary School District (ESD), consistent with the district's LCAP, was able to move towards reducing class sizes with the additional $3.5 million LCFF funding provided in 2014–15. According to the district, even with the additional LCFF gap funding in 2015–16, because of the district's deficit issues since 2009, which included an appointed Fiscal Advisor, negative cash balances, salary reductions and layoffs, and loss of funding due to declining enrollment of 23 percent, it will take several years to hire enough teachers to reduce class sizes within the statutory limits. If the waiver is not approved the district will incur a penalty of $73,252 for 2014–15 and according to the district, an estimated penalty of $107,000 for 2015–16. The South Whittier ESD is requesting a waiver for 2014–15 and 2015–16; the district anticipates returning to the statutory level in 2016–17.

The districts state that without the waiver, the core reading and math programs will be compromised by the fiscal penalties incurred. The actual and/or estimated annual penalty, should the districts increase the class size average without a waiver, is provided on Attachment 1.

The CDE recommends that the class size penalties for kindergarten and/or grades one through three be waived, for the recommended period shown on Attachment 1, provided the overall average and individual class size average is not greater than the CDE recommended level shown on Attachment 1. Should these districts exceed this condition, the class size penalty will be applied per statute.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Before the September 2009 board meeting, no waivers had been submitted since 1999. Due to the state budget crisis and resulting significant reduction in funding, the SBE began receiving a large number of waiver requests beginning in 2009. As a result, the SBE has approved all class size penalty waiver requests through fiscal year 2013–14. Under LCFF, most districts funding levels will increase over the next several years. However, due to certain factors some districts will not see increases for several years. For that reason, in September 2014, the SBE adopted a policy for the type of information districts should provide when submitting a class size penalty waiver for fiscal years beginning with 2014–15. The policy is available at http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp, under Class Size Penalties for Grades Kindergarten and Grades One through Three.

FISCAL ANALYSIS (AS APPROPRIATE)

See Attachment 1 for actual/estimated penalty amounts should the waiver requests be denied.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: Orange Unified School District Specific Waiver Request 21-4-2015 (3 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: South Whittier Elementary School District Specific Waiver Request 25-4-2015 (4 pages). (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

For Kindergarten: Overall average of 31 with no class larger than 33, pursuant to *Education Code (EC)* Section 41378.
For Grades 1–3: Overall average of 30 with no class larger than 32, pursuant to *EC* Section 41376.

Waiver Number	District/County and District Code	Period of Request	District's Request	CDE Recommended (New Maximum)	Local Board Approval Date	Bargaining Unit, Representative Consulted, Date, and Position	Potential Annual Penalty Without Waiver	Previous Waivers
21-4-2015	Orange Unified School District 30-66621	**Requested:** July 1, 2014 to June 30, 2015 **Recommended:** July 1, 2014 to June 29, 2015	For 1–3: Overall average 30; no class size larger than 33	For 1–3: Overall average 30; no class size larger than 33	4/16/15	Orange Unified Education Association, Roger Urroz Executive Director 4/21/15 **Neutral**	$399,476 FY 2014–15	Yes: FY 2012–13 FY 2013–14
25-4-2015	South Whittier Elementary School District 19-65037	**Requested:** July 1, 2014 to June 29, 2016 **Recommended:** July 1, 2014 to June 29, 2016	FY 2014–15: 1–3: Overall average 31; no class size larger than 34 FY 2015–16: 1–3 Overall average 30; no class size larger than 33	FY 2014–15: 1–3: Overall average 31; no class size larger than 34 FY 2015–16: 1–3 Overall average 30; no class size larger than 33	4/28/15	South Whittier Teachers Association, Audrey Radley President 4/21/15 **Support**	$73,252 Each Year	Yes: FY 2011–12 FY 2012–13 FY 2013–14

Created by California Department of Education
June 26, 2015

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3066621 Waiver Number: 21-4-2015 Active Year: 2015

Date In: 4/27/2015 8:46:37 PM

Local Education Agency: Orange Unified School District
Address: 1401 North Handy St.
Orange, CA 92867

Start: 7/1/2014 End: 6/30/2015

Waiver Renewal: Y
Previous Waiver Number: 92-2-2012-W-28 Previous SBE Approval Date: 5/10/2012

Waiver Topic: Class Size Penalties
Ed Code Title: Over Limit on Grades 1-3
Ed Code Section: portions of 41376 (a) (c) and (d)
Ed Code Authority: 41382

Ed Code or *CCR* to Waive: *EC* 41376 (a)(c) and (d) The Superintendent of Public Instruction, in computing apportionments and allowances from the State School Fund for the second principal apportionment, shall determine the following for the regular day classes of the elementary schools maintained by each school district: [(a) For grades 1 to 3, inclusive, he shall determine] the number of classes, the number of pupils enrolled in each class, the total enrollment in all [such classes, the average number of pupils enrolled per class, and the total of the numbers of pupils which are in excess of thirty (30) in each class. For those districts which do not have any classes with an enrollment in excess of 32 and whose average size for all the classes is 30.0 or ess, there shall be no excess declared. For those districts which have one or more classes in excess of an enrollment of 32 or whose average size for all the classes is more than 30, the excess shall be the total of the number of pupils which are in excess of 30 in each class having an enrollment of more than 30.] (b) For grades 4 to 8, inclusive, he shall determine the total number of pupils enrolled, the number of full-time equivalent classroom teachers, and the average number of pupils per each full-time equivalent classroom teacher. He shall also determine the excess if any, of pupils enrolled in such grades in the following manner: (1) Determine the number of pupils by which the average number of pupils per each full-time equivalent classroom teacher for the current fiscal year exceeds the greater of the average number of pupils per each full-time equivalent classroom teacher in all the appropriate districts of the state, as determined by the Superintendent of Public Instruction, for October 30, 1964, or the average number of pupils per each full-time equivalent classroom teacher which existed in the district on either October 30, 1964 or March 30, 1964, as selected by the governing board. (2) Multiply the number determined in (1) above by the number of full-time equivalent classroom teachers of the current fiscal year. (3) Reduce the number determined in (2) above by the remainder which results from dividing such number by the average number of pupils per each full-time equivalent teacher for October 30, 1964, as determined by the Superintendent of Public Instruction in (1) above. [(c) He shall compute the product obtained by multiplying the excess number of pupils, if any, under the provisions of subdivision (a) of this section by ninety-seven hundredths (0.97), and shall multiply the product so obtained by the ratio of statewide change in average daily attendance to district change in average daily attendance. Change in average daily attendance shall be determined by dividing average daily attendance in grades 1, 2 and 3 reported for purposes of the first principal apportionment of the current year by that reported for

purposes of the first principal apportionment of the preceding year. (d) If the school district reports that it has maintained, during the current fiscal year, any classes in which there were enrolled pupils in excess of thirty (30) per class pursuant to subdivision (a) of this section, and there is no excess number of pupils computed pursuant to subdivision (b) of this section, he shall decrease the average daily attendance reported under the provisions of Section 41601 by the product determined under subdivision (c) of this section.]

The principal of any elementary school maintaining kindergarten classes or regular day classes in grades 1 to 3, inclusive, may recommend to the governing board of the school district, or the governing board may adopt a resolution determining, that an exemption should be granted from any of the provisions of Section 41376, 41378, or 41379 with respect to such classes on the basis that such provisions prevent the school and school district from developing more effective educational programs to improve instruction in reading and mathematics for pupils in the specified classes. Upon approval of such recommendation, or the adoption of such resolution, the governing board shall make application to the State Board of Education on behalf of the school for an exemption for such classes from the specified provisions. The State Board of Education shall grant the application if it finds that the specified provisions of Section 41376, 41378, or 41379 prevent the school from developing more effective educational programs to improve instruction in reading and mathematics for pupils in the specified classes and shall, upon granting the application, exempt the school district from the penalty provision of such sections.

Outcome Rationale: Orange Unified School District closely monitors class sizes to maintain classes within the limits prescribed by *Education Code*. As of the Second Principal Apportionment, the district wide enrollment average for Grades 1-3 is 28.40, which is below the state required average of 30 students and consistent with the district's Local Control and Accountability Plan (LCAP). However, during the 7 month monitoring period, one first grade classroom at Nohl Canyon Elementary had an average of 33 students, one student over the *Education Code* individual class size maximum of 32 for that grade level. Moving the student in the middle of the year would disrupt the student's instruction in all core subjects, including reading and mathematics, as well as interrupt the student's continuity of a stable classroom environment. The class has been kept at 33 for the entire year. A waiver is being requested for Fiscal Year 2014-15 with a new individual class size maximum of 33 maintaining the statutory district wide average of 30 or less for Grades 1-3. The District will return to the statutory level in 2015-16.

If the class size penalty was assessed by the California Department of Education, the loss of funding of approximately $399,476 will have an impact on the district's ability to develop more effective educational programs to improve instruction in reading and mathematics for pupils in those grade levels.

Yes. A principal may recommend to the governing board or the governing board of the school district may adopt a resolution determining that an exemption should be granted from any of the provisions of Section 41376 and 41378, with respect to such core classes on the basis that such provisions prevent the school and school district from developing more effective education programs to improve instruction in reading and mathematics. (Required see *EC* 41382)

A potential penalty of $399,476 could be incurred by the district without this waiver.

Student Population: 29688

City Type: Urban

Local Board Approval Date: 4/16/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Joe Sorrera
Position: Assistant Superintendent, Business Services
E-mail: joes@orangeusd.org
Telephone: 714-628-4479
Fax: 714-628-4046

Bargaining Unit Date: 04/21/2015
Name: California School Employees Association
Representative: Denesa Moore
Title: Labor Relations Representative
Position: Neutral
Comments:

Bargaining Unit Date: 04/21/2015
Name: Orange Unified Education Association
Representative: Roger Urroz
Title: Executive Director
Position: Neutral

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1965037 Waiver Number: 25-4-2015 Active Year: 2015

Date In: 4/30/2015 3:07:36 PM

Local Education Agency: South Whittier Elementary School District
Address: 11200 Telechron Ave.
Whittier, CA 90605

Start: 7/1/2014 End: 6/29/2016

Waiver Renewal: Y
Previous Waiver Number: 41-4-2013 Previous SBE Approval Date: 7/11/2013

Waiver Topic: Class Size Penalties
Ed Code Title: Over Limit on Grades 1-3
Ed Code Section: portions of 41376 (a) (c) and (d)
Ed Code Authority: 41382

Ed Code or *CCR* to Waive: *EC* 41376 (a)(c) and (d) The Superintendent of Public Instruction, in computing apportionments and allowances from the State School Fund for the second principal apportionment, shall determine the following for the regular day classes of the elementary schools maintained by each school district: (a) For grades 1 to 3, inclusive, he shall determine the number of classes, the number of pupils enrolled in each class, the total enrollment in all such classes, the average number of pupils enrolled per class, and the total of the numbers of pupils which are in excess of thirty (30) in each class. For those districts which do not have any classes with an enrollment in excess of 32 and whose average size for all the classes is 30.0 or less, there shall be no excess declared. For those districts which have one or more classes in excess of an enrollment of 32 or whose average size for all the classes is more than 30, the excess shall be the total of the number of pupils which are in excess of 30 in each class having an enrollment of more than 30. (b) For grades 4 to 8, inclusive, he shall determine the total number of pupils enrolled, the number of full-time equivalent classroom teachers, and the average number of pupils per each full-time equivalent classroom teacher. He shall also determine the excess if any, of pupils enrolled in such grades in the following manner: (1) Determine the number of pupils by which the average number of pupils per each full-time equivalent classroom teacher for the current fiscal year exceeds the greater of the average number of pupils per each full-time equivalent classroom teacher in all the appropriate districts of the state, as determined by the Superintendent of Public Instruction, for October 30, 1964, or the average number of pupils per each full-time equivalent classroom teacher which existed in the district on either October 30, 1964 or March 30, 1964, as selected by the governing board. (2) Multiply the number determined in (1) above by the number of full-time equivalent classroom teachers of the current fiscal year. (3) Reduce the number determined in (2) above by the remainder which results from dividing such number by the average number of pupils per each full-time equivalent teacher for October 30, 1964, as determined by the Superintendent of Public Instruction in (1) above. (c) He shall compute the product obtained by multiplying the excess number of pupils, if any, under the provisions of subdivision (a) of this section by ninety-seven hundredths (0.97), and shall multiply the product so obtained by the ratio of statewide change in average daily attendance to district change in average daily attendance. Change in average daily attendance shall be determined by dividing average daily attendance in grades 1, 2 and 3 reported for purposes of the first principal apportionment of the current year by that reported for

purposes of the first principal apportionment of the preceding year. (d) If the school district reports that it has maintained, during the current fiscal year, any classes in which there were enrolled pupils in excess of thirty (30) per class pursuant to subdivision (a) of this section, and there is no excess number of pupils computed pursuant to subdivision (b) of this section, he shall decrease the average daily attendance reported under the provisions of Section 41601 by the product determined under subdivision (c) of this section.

Outcome Rationale:
Fiscal Distress
The South Whittier School District (District) has been managing a precarious budget situation for the last several years. Starting in April of 2009, the District was unable to meet its financial obligations and required the involvement of the Los Angeles County Office of Education (LACOE). In that year, the LACOE appointed a Fiscal Advisor with stay or rescind authority to the District and at the Second Interim reporting period, the District had a negative certification. The District had a negative cash balance and was unable to maintain the state-required reserves in that year and the projected two subsequent fiscal years. On June 30, 2009, in response to the District's fiscal distress, across-the-board reductions were made in salaries and benefits for all District employees in the amount of approximately $4,131,280 including:

1. Reductions to all salary schedules by 9%.
2. A cap on the District's health and welfare benefits premiums contribution for certificated bargaining unit members.
3. Suspending step requirements and column adjustments.

Additionally, large numbers of both certificated and classified personnel were laid off. A total of nearly $7 million in cuts were made in 2009-10 just to allow the District to meet the payroll obligations to its employees.

The District has had a structural deficit problem in most budgets since 2009, which simply put means that the District's expenditures exceed its revenues. Due to extensive budget reductions, including increasing class size, the District has been able to be certified as Positive the last four years. This fiscal solvency may be in jeopardy for several reasons.

If the District is not successful in obtaining waivers to increase class size in grades K-3 without penalty (approximately $107,000), the District would be forced to hire 8 additional teachers. This would increase the expenditures of the District by over $680,000 without a change in revenues and cause the District to significantly increase deficit spending. If this happens, the District's certification status could be downgraded. The District has developed staffing plans for the 2014-15 school year based on the higher class size as requested in the waiver requests.

The Local Control Funding Formula (LCFF) is effectively being utilized to decrease the class sizes year over year, however it is still cost prohibitive to reduce all class sizes below the limits set by *Education Code* 41376 and 41378 in 2014-2015 and 2015-2016 fiscal years.

LCFF is also being utilized to pay for increased costs associated with health and welfare benefits, the expiration of current flexibility in the number of instructional days and the minimum spending requirements of Routine Restricted Maintenance which will add additional strain on district finances.

Declining Enrollment
The District's enrollment has been declining steadily for many years. From 4,111 students in 2007-08 to 3,153 students in 2014-15, over a 23% decline in only seven years, a loss of today's

LCFF approximating $7.3 million. This loss of revenue in each year of enrollment decline has placed continuous pressure on the District to reduce expenditures.

Since the implementation of the LCFF the district has increased the number of teachers even with declining enrollment which is consistent with the school district's goals and actions in its Local Control and Accountability Plan (LCAP). This plan has led to the meeting of requirements of the grades four through eight class size average and moving closer towards the statute for kindergarten and grades one through three (K–3).

In accordance with the district's LCAP the district is addressing the educational needs of pupils to mitigate potential consequences of increased class sizes. The district is continuing to attract and retain high quality teaching staff, expanding our physical education, music & art program and the use of programs such as Go Math!, Learning Dynamics & Synced Solutions as tools for the successful implementation of Common Core State Standards and the district will continue to monitor and reduce its class sizes and anticipates returning to the statutory class size levels on or before the state funds the district at the full LCFF target levels.

Overall Impact
The District continues to maintain its commitment to effective educational programs and to District staff during these difficult fiscal years and to move closer towards meeting the statute of *Education Code* 41376 and 41378. However, without a waiver of class size penalty, the District will either be required to hire additional staff or pay a heavy penalty for exceeding the class size maximums in the 2014-2015 and 2015-2016 fiscal years. The District's ability to maintain quality instruction and required program offerings in all core subjects, including reading and mathematics, will be seriously compromised by the additional cost or financial penalties that the District would incur without the requested waiver. Therefore, the South Whittier School District is requesting a waiver of class size penalties that will allow the district to raise the district wide average class size for grades 1-3 to 31 students with no grades 1-3 class exceeding 34 students from July 1, 2014 to June 30, 2015 and with no grades 1-3 class exceeding 33 students from July 1, 2015 to June 29, 2016.

Yes. A principal may recommend to the governing board or the governing board of the school district may adopt a resolution determining that an exemption should be granted from any of the provisions of Section 41376 and 41378, with respect to such core classes on the basis that such provisions prevent the school and school district from developing more effective education programs to improve instruction in reading and mathematics. (Required see *EC* 41382)

A potential penalty of $107,000 could be incurred by the district without this waiver.

Student Population: 3153

City Type: Urban

Local Board Approval Date: 4/28/2015

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Mark Keriakous
Position: Associate Superintendent, Business Services
E-mail: mkeriakous@swhittier.k12.ca.us
Telephone: 562-944-6231 x2031
Fax:

Bargaining Unit Date: 04/21/2015
Name: South Whittier Teachers Association
Representative: Audrey Radley
Title: President
Position: Support
Comments:

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 09

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Elementary and Secondary Education Act: Approval of Local Educational Agency Plans, Title I, Section 1112.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

The Elementary and Secondary Education Act (ESEA) provides federal funding that may be available to local educational agencies (LEAs) (defined as districts, county offices of education, and direct-funded charter schools) for a variety of programs. Currently, two direct-funded charter schools submitted an LEA Plan as part of the application for ESEA funding. California Department of Education (CDE) program staff review LEA Plans for compliance with the requirements of ESEA before recommending approval to the State Board of Education (SBE).

RECOMMENDATION

The CDE recommends that the SBE approve the two direct-funded charter school LEA Plans listed in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

The federal ESEA Section 1112(e)(2) states that the state educational agency (SEA) shall approve an LEA Plan if the SEA determines that the LEA Plan is designed to enable the LEA's schools to substantially help children meet the academic standards expected for all children. As a requirement for receiving federal funding sub-grants for ESEA programs, the local governing board and the SBE must approve the original LEA Plan. Subsequent approval of revisions to LEA Plans is made by the local governing board and kept on file with the original LEA Plan. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in the ESEA.

The purpose of the LEA Plan is to develop an integrated, coordinated set of actions that LEAs will take to meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required.

CDE program staff review LEA Plans for compliance with the requirements of the ESEA including evaluation of goals and activities designed to improve student performance in reading and mathematics; improve programs for English learner students; improve professional development and ensure the provision of highly qualified teachers; and promote efforts regarding graduation rates, dropout prevention, and advanced placement. If an LEA Plan lacks the required information, CDE program staff work with the LEA to ensure the necessary information is included in the LEA Plan before recommending approval.

Following initial CDE review and SBE approval, all LEAs are expected to annually review their LEA Plan and update the LEA Plan as necessary. Any changes to an LEA Plan must be approved by the LEA's local governing board.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since the current LEA Plan process was developed in July 2003 as a requirement of the ESEA, the SBE has approved 1,812 LEA Plans.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

Attachment 1: Direct-Funded Charter Schools Recommended for State Board of Education Approval (1 Page)

Direct-Funded Charter Schools Recommended for State Board of Education Approval

Local Educational Agency Name	County-District-School Code	Academic Performance Data
Insight @ Los Angeles	19 65094 0125393	None available; exempted in 2014.*
Insight @ San Diego	37 68403 0125401	None available; exempted in 2014.

* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 received an Adequate Yearly Progress (AYP) Report.

Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 10

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Consideration of Retroactive Requests for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California *Education Code* Sections 47612.5 and 47634.2, and Associated *California Code of Regulations,* Title 5.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE

California *Education Code* (*EC*) sections 47612.5 and 47634.2 established the eligibility requirements for apportionment funding for charter schools that offer nonclassroom-based instruction. The statutes specify that a charter school may receive apportionment funding for nonclassroom-based instruction only if a determination of funding is made by the State Board of Education (SBE). The California Department of Education (CDE) reviews a charter school's determination of funding request and presents it for consideration by the Advisory Commission on Charter Schools (ACCS), pursuant to relevant *California Code of Regulations*, Title 5 (5 *CCR*).

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year). The CDE received completed determination of funding requests from two charter schools, listed on Attachment 1, after the February 1, 2014, deadline, thereby making these requests retroactive, not prospective. Since each of the charter schools failed to submit a completed request by the regulatory filing deadline, they were required to request a waiver for SBE approval to allow the charter school to request a non-prospective funding determination.

The waivers were submitted to the SBE requesting approval for retroactive funding determinations and were approved by the SBE at its May and July 2015 meetings as specified in Attachment 1. The waiver requests are provided in the Meeting Notice for the SBE Web page located at
http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15w01.doc or
http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15w07.doc.

RECOMMENDATION

The CDE recommends that the SBE approve the determinations of funding as provided in Attachment 1.

Advisory Commission on Charter Schools Recommendation

The ACCS met on August 4, 2015, and voted unanimously to approve the CDE recommendation that the SBE approve the determinations of funding as provided in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

The two charter schools listed in Attachment 1 each submitted a request to obtain a determination of funding by the SBE to establish eligibility to receive apportionment funding.

Pursuant to 5 *CCR* Section 11963.4(a), a nonclassroom-based charter school may qualify for 70 percent, 85 percent, or 100 percent funding, or may be denied. To qualify for a proposed recommendation of 100 percent funding, a nonclassroom-based charter school must meet the following criteria:

- At least 40 percent of the school's public revenues are to be spent on salaries and benefits for all employees who possess a valid teaching certificate.

- At least 80 percent of all revenues are to be spent on instruction and instruction-related services.

- The ratio of average daily attendance for independent study pupils to full-time certificated employees does not exceed a pupil-teacher ratio of 25:1 or the pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates.

5 *CCR* Section 11963.6(c) specifies that a determination of funding approved by the SBE shall be prospective (not for the current year) and shall be in increments of a minimum of two years and a maximum of five years in length.

EC Section 47612.5(d)(2) requires a determination of five years for a charter school that has achieved a rank of six or greater on the Academic Performance Index (API) for the two years immediately prior to receiving a determination of funding. However, *EC* Section 52056(a) requiring API ranking of schools was repealed. Alternatives were authorized by Assembly Bill (AB) 484 (Chapter 489, Statutes of 2013) to meet legislative and/or programmatic requirements. For purposes of meeting the API requirement pursuant to *EC* Section 47612.5(d)(2), the CDE considers the following alternatives as proposed by AB 484: (a) the most recent API calculation; or (b) an average of the three most recent annual API calculations; whichever is higher.

When making a recommendation for a funding determination, the CDE also considers the number of years a charter school has been in operation and the number of years requested for the determination of funding by the charter school. As provided in Attachment 1, Dunlap Leadership Academy and the Madera County Independent Academy are each requesting a determination of five years. The CDE recommends five years for Dunlap Leadership Academy since the charter school meets the API

requirement. However, since Madera County Independent Academy did not meet the API requirement, the CDE recommends a determination of four years since the charter school has been in operation for more than three years.

The funding determination requests are provided in Attachments 2 through 3 of ACCS Agenda Item 1 on the ACCS August 4, 2015, Meeting Notice on the SBE ACCS Web page located at http://www.cde.ca.gov/be/cc/cs/accsnotice080415.asp

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its May and July 2015 meetings, the SBE approved the CDE's recommendation to approve Kings Canyon Joint Unified School District's and Madera County Office of Education's request to waive specific portions of 5 *CCR* Section 11963.6(c), which allow Dunlap Leadership Academy and Madera County Independent Academy to submit a determination of funding request for the non-prospective fiscal period of July 1, 2014, through June 30, 2015.

The SBE is responsible for approving a determination of funding to establish eligibility for apportionment funding for charter schools that offer nonclassroom-based instruction. The CDE notes that this request is a non-recurring action item for the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, the charter schools listed in Attachment 1 would receive apportionment funding under the Local Control Funding Formula model.

ATTACHMENT

Attachment 1: California Department of Education Determination of Funding Recommendation for Nonclassroom-based Charter Schools (1 Page)

California Department of Education

Determination of Funding Recommendation for Nonclassroom-based Charter Schools

CDS Code	Charter Authorizer	County	Charter School (Charter Number)	First Year of Operation	Percent Spent on Certificated Staff Compensation^	Percent Spent on Instruction and Instruction-Related Services^	Pupil-Teacher Ratio^	Funding Determination and Years Requested by Charter School	CDE Recommendation Funding Determination and Years
10-62265-0116640	Kings Canyon Joint Unified School District	Fresno	Dunlap Leadership Academy (1074)	2008–09	54.11%	90.07%	25.00:1	100% for 5 Years (2014–15 through 2018–19)	*100% for 5 Years (2014–15 through 2018–19)
20-10207-0117184	Madera County Office of Education	Madera	Madera County Independent Academy (1001)	2008–09	69.05%	80.70%	21.00:1	100% for 5 Years (2014–15 through 2018–19)	**100% for 4 Years (2014–15 through 2017–18)

^Spending percentages and pupil-teacher ratio correspond to the charter school's funding determination request as originally submitted to the California Department of Education (CDE).
**Education Code* (*EC*) Section 47612.5(d)(2) requires a determination of five years for a charter school that has achieved a rank of six or greater on the Academic Performance Index (API) for the two years immediately prior to receiving a determination of funding. However, *EC* Section 52056(a) requiring API ranking of schools was repealed. Alternatives were authorized by Assembly Bill (AB) 484 (Chapter 489, Statutes of 2013) to meet legislative and/or programmatic requirements. For purposes of meeting the API requirement pursuant to *EC* Section 47612.5(d)(2), the CDE considers the following alternatives as proposed by AB 484: (a) the most recent API calculation; or (b) an average of the three most recent annual API calculations; whichever is higher. At its May 2015 meeting, the State Board of Education (SBE) approved the request to waive specific portions of 5 *CCR* Section 11963.6(c), for the period of July 1, 2014, through June 30, 2015.
**For the funding determination effective period, the CDE considers the number of years a charter school has been in operation and the number of years requested for the determination of funding by the charter school. At its July 2015 meeting, the SBE approved the request to waive specific portions of 5 *CCR* Section 11963.6(c), for the period of July 1, 2014, through June 30, 2015.

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California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 11

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE) is responsible for assigning a number to each approved charter petition. California Department of Education (CDE) staff present this routine request for assignment of charter numbers as a standard action item.

RECOMMENDATION

The CDE recommends that the SBE assign charter numbers to the charter schools identified in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 1,760 charter schools, including some approved by the SBE after denial by local educational agencies. Separate from that numbering system, nine all-charter districts, have been jointly approved by the State Superintendent of Public Instruction and the SBE.

California *Education Code* (*EC*) Section 47602 requires the SBE to assign a number to a charter school that has been approved by a local entity in the chronological order in which it was received. Each number assigned shall correspond to a single petition that identifies a charter school that will operate within the geographic and site limitations of this part. Charter schools that share educational programs and serve similar pupil populations may not be counted as separate schools. This numbering system ensures that the state stays within a statutory cap on the total number of charter schools authorized to operate within California. The cumulative statutory cap for the fiscal year 2015–16 is 1,950. The statutory cap is not subject to waiver.

The charter schools listed in Attachment 1 were recently authorized by local boards of education and the SBE as noted. Copies of the charter petitions are on file in the Charter Schools Division.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE is responsible for assigning a number to each approved charter petition. The CDE presents this routine request for assignment of charter numbers as a standard action item.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the state resulting from the assignment of numbers to recently authorized charter schools.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (1 Page)

Assignment of Numbers for Charter School Petitions

Number	Term	Charter Name	County	Authorizing Entity	Classroom-Based/ Nonclassroom-Based
1761	7/1/2015–6/30/2020	College and Career Preparatory Academy	Orange	Orange County Department of Education	Nonclassroom-Based
1762	7/1/2015–6/30/2020	Insight @ San Joaquin	San Joaquin	New Jerusalem School District	Nonclassroom-Based
1763	7/1/2015–6/30/2020	Chawanakee Academy Charter	Madera	Chawanakee Unified School District	Nonclassroom-Based
1764	7/1/2015–6/30/2018	Sutter Peak Charter Academy	Sutter	Nuestro Elementary School District	Nonclassroom-Based
1765	7/1/2015–6/30/2020	Advanced Learning Academy	Orange	Santa Ana Unified School District	Classroom-Based
1766	7/1/2015–6/30/2020	Kings Valley Academy	Kings	Kit Carson Union Elementary	Nonclassroom-Based
1767	7/1/2015–6/30/2020	Pathways Academy Charter School	San Diego	Bonsall Unified School District	Nonclassroom-Based
1768	7/1/2015–6/30/2020	Olive Grove Charter School	Santa Barbara	The California State Board of Education	Nonclassroom-Based

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 12

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

SUMMARY OF THE ISSUE(S)

1. SBE Draft Preliminary Report of Actions/Minutes for the July 8-9, 2015 meeting.
2. Board member liaison reports.

RECOMMENDATION(S)

The SBE staff recommends that the SBE approve the Preliminary Report of Actions/Minutes for the July 8-9, 2015 meeting (Attachment 1).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the State Board has traditionally had an agenda item under which to address “housekeeping” matters, such as agenda planning, non-closed session litigation updates, non-controversial proclamations and resolutions, bylaw review and revision, Board policy; Board minutes; Board liaison reports; and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Attachment 1: State Board of Education Draft Preliminary Report of Actions/Minutes for the July 8-9, 2015 meeting (28 Pages) may be viewed at the following link: http://www.cde.ca.gov/be/mt/ms/.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 13

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
GENERAL PUBLIC COMMENT. Public Comment is invited on any matter **not** included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	☐ **Action** ☒ **Information** ☐ **Public Hearing**

SUMMARY OF THE ISSUE(S)

This is a standing item on the agenda, which allows the members of the public to address the board on any matter that is not included in this meeting's agenda.

RECOMMENDATION

Listen to public comment on matters not included on the agenda.

BRIEF HISTORY OF KEY ISSUES

Not applicable.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Not applicable.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Not applicable.

California State Board of Education

Meeting Agenda Items for September 2-3, 2015

ITEM 14

CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2015 AGENDA

SUBJECT	
Developing a New Accountability System: Proposed Framework for the New Accountability System; Local Approaches to Accountability and Systems of Support; Update on the Local Control Funding Formula Evaluation Rubrics as specified in California *Education Code* Section 52064.5, Including a Discussion on Standards and Expectations for Improvement; Review of the Local Control and Accountability Plan Electronic Template Field Test.	☒ Action ☒ Information ☐ Public Hearing

SUMMARY OF THE ISSUE(S)

California's new accountability system will build on the foundation of the Local Control Funding Formula (LCFF), including the Local Control and Accountability Plan (LCAP) and Annual Update, evaluation rubrics, and the California Collaborative for Educational Excellence. On June 24, 2015, Governor Brown signed Assembly Bill (AB) 104 (Chapter 13, Statutes of 2015), extending the deadline for adoption of the evaluation rubrics to October 1, 2016.

This item features a review of existing accountability components, State Board of Education (SBE) guiding principles for accountability (Attachment 1) and local approaches to accountability and systems of support (Attachment 2). In addition, the item also includes a review of draft concepts for performance standards and expectations for improvement to inform the development of the evaluation rubrics consistent with *Education Code* (*EC*) Section 52064.5 (Attachment 3).

This agenda item is the fourth in a series of regular updates to demonstrate progress on the implementation of LCFF as the foundation of the new accountability system.

RECOMMENDATION

The staff recommends that the SBE take action as deemed necessary and appropriate but recommends no specific action at this time.

BRIEF HISTORY OF KEY ISSUES

With the primary goals to improve classroom instruction and student outcomes, California adopted new statewide academic standards (e.g., Common Core, English Language Development and Next Generation Science Standards) and assessments (e.g., Smarter Balanced assessments), and created a new funding system through the

LCFF to align the allocation of resources in local districts and charter schools with local student needs. Local educational agencies (LEAs) have recently completed the second year of LCAPs and first year of Annual Updates. The new state assessment system helps improve classroom instruction and student outcomes by providing parents, teachers, schools and districts more timely information about student progress.

With LEAs now responsible for more local accountability components (LCAP, annual update, rubrics), purposes and roles within the new accountability system must be redefined. For state accountability purposes, many system components are already in place. A review of these components is needed to determine if they support the current overall goal of continuous system improvement. Some components may need to be modified and/or eliminated.

In August 2015, the SBE received an information memorandum that provided a review of California's existing academic and fiscal accountability components in relation to the LCFF state priorities (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug15item01.doc). This memo informs Attachment 1 that reviews the existing accountability components with the SBE guiding principles for accountability planning. This comparison informs the development of the policy framework and implementation plan for the new accountability system that will be presented to the SBE at the November 2015 meeting.

Attachment 2 presents local approaches to accountability and systems of support. The first presentation provides the perspective of accountability from the California Office to Reform Education (CORE), a group of California school districts that received a waiver from the Elementary and Secondary Education Act (ESEA) requirements. Representatives from the CORE will present an update on the School Quality Improvement Index (SQII) accountability system that builds upon traditional measures of student, school, and district achievement to include social cognitive behaviors (e.g., self-efficacy) that support the overall goal of college and career readiness for all students. The CORE accountability model also integrates a systems approach that establishes an expectation of mutual accountability for districts to hold each other responsible for progress and provides the school pairing program to build capacity.

The second presentation featured in Attachment 2 will focus on technical assistance needed for developing high-functioning systems for professional development, implementation of curriculum and assessments, and improvement in human resources. It is these systems that are the precursor to improving the actions, services, and outcomes in the local accountability plans. Representatives from the California County Superintendents Educational Services Association (CCSESA) will share lessons learned from the recent LCAP completion and approval process. These lessons learned will help shape the future of the LCAP and Annual Update implementation and development of the evaluation rubrics.

Attachment 3 includes an update on the development of the LCFF evaluation rubrics. This update extends the research that was provided to the SBE in a June Information Memorandum (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun15item01.doc). Using the evidence-based structure for the rubrics that was reviewed

by the SBE at the July 2015 meeting, a concept draft of standards for performance and expectations for improvement is presented to the SBE for discussion. These draft performance standards and expectations for improvement are offered as a starting point in developing a coherent policy framework and implementation plan for the evaluation rubrics and new accountability system.

Attachment 4 presents an overview of the California Department of Education's (CDE's) coordination of the LCAP electronic template field test. Staff will provide an update on the plan for field testing, including the release of a field test version, support to local educational agencies (LEAs) involved in field testing, and collection of feedback to inform modifications to the electronic version of the template.

The item concludes with Attachment 5, communication, outreach, resources, and timeline for developing and implementing the new accountability system.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In August 2015, the SBE received an information memorandum on the review of existing state academic and fiscal accountability components relative to the LCFF state priorities (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug15item01.doc). Additional information memoranda on the data analyses of the California context will be provided to the SBE to inform the development of the LCFF evaluation rubrics.

In July 2015, the SBE received an update on the LCFF evaluation rubrics that included a discussion on the policy statements to develop the evaluation rubrics based on the following: (1) Align with state priorities and values related to certain learning conditions (i.e., *Williams* settlement legislation), graduation, and college and career readiness; (2) Incorporate into the evaluation rubrics descriptions of practices and exemplars for each of the state priorities grounded in research and best practices; and (3) Conduct further research that reflects actual experience in California related to the indicators identified in research including data analysis of existing measures.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc

In June 2015, the SBE received the following information memoranda: (1) research to inform the development of the LCFF evaluation rubrics (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun15item01.doc), and (2) review of measures being used by other states for college and career readiness (http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun15item01.doc) .

In May 2015, the SBE discussed guiding principles that will be used to frame their future discussions for recommending a framework and implementation plan to align the new accountability system with LCFF. Dr. Linda Darling-Hammond presented on a new concept of accountability that promotes high quality teaching and learning in all schools, provides tools for continuous improvement, and a means for identifying and addressing problems that require correction. Dr. David Conley presented on system coherence and a systems approach to accountability to emphasize that California schools are strongly embedded in their local contexts and while a set of common statewide indicators is

necessary for equity purposes, additional indicators should be included to capture performance in the local context.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10.doc

Additionally, the SBE received an update on the LCFF evaluation rubrics that featured major revisions to the rubrics to emphasize data analysis and provide the outcome and practice analyses as complementary tools.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10a3.doc.

In March 2015, the SBE took action to suspend the Academic Performance Index (API) for the 2014–15 school year and recommended that the state move from a single index to a multiple measures accountability system. This item featured a discussion on the transition to a new accountability system with a particular focus on system elements. Additionally, the item provided an update on the LCFF evaluation rubrics and determination of multiple measures with a discussion on the relationship between statewide and local measures and processes that combine to form the emerging state accountability system.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item06.doc

In January 2015, the SBE requested that the Technical Design Group (TDG) and the Public Schools Accountability Act (PSAA) Advisory Committee provide the SBE with recommendations on two issues: (1) developing a new state accountability system based on multiple measures rather than a single index, and (2) timing for the release of the next state accountability report. The SBE requested that the PSAA provide a report on these recommendations at the March 2015 SBE meeting.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/jan15item03.doc

In a separate January 2015 item that provided an update on the LCFF, the SBE received information on the development of the LCFF evaluation rubrics, including implications for the Statewide Accountability System.
http://www.cde.ca.gov/be/ag/ag/yr15/documents/jan15item04.doc

In December 2014, the SBE received an information memorandum on the summary of findings and potential next steps for the plan alignment project. Specifically, it was recommended that the state align school plan and reporting requirements with the LCAP state priorities (e.g., School Accountability Report Card), initiate the next phase of plan alignment analyses and activities (e.g., Title III and Special Education), continue outreach efforts to expand stakeholder engagement to strengthen an integrated system of state support, pursue streamlined submissions of required plans through an electronic process, and identify a process for LEAs to align and coordinate state and federal planning requirements.
http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-iad-dec4item01.doc

FISCAL ANALYSIS (AS APPROPRIATE)

When the LCFF was adopted in the 2013–14 budget year, the budget projections for 2015–16 were approximately $47 billion. With rising state revenues the 2015–16 state budget signed by the Governor allocates $53 billion this coming year. This provides an

increase of $6 billion to support the continued implementation of LCFF and build upon the investment of over $6 billion provided over the last two years. As a result, the reinvestment provides an opportunity to correct historical inequities and implement the formula well ahead of schedule. Specifically, this reinvestment translates to approximately $3,000 more per student in 2015–16 over the 2011–12 levels and closes more than 51 percent of the remaining LCFF funding target. Additionally, $40 million will be provided to county offices of education to support their new responsibilities required under the evolving accountability structure of LCFF and develop greater capacity and consistency within and between county offices of education.

ATTACHMENT(S)

Attachment 1: Proposed Framework for the New Accountability System (8 Pages)

Attachment 2: Local Approaches to Accountability and Systems of Support (2 Pages)

Attachment 3: Local Control Funding Formula Update: Evaluation Rubrics (11 Pages)

Attachment 4: Local Control and Accountability Plan Electronic Template Field Test (2 Pages)

Attachment 5: Timeline for the Proposed Transition to a New Accountability System, Including Communication, Resources, and Outreach (5 Pages)

Proposed Framework for the New Accountability System

California's accountability system is in a period of transition. The Local Control Funding Formula (LCFF) legislation laid the foundation for the new system and charged the State Board of Education (SBE) with adopting critical components, such as the Local Control and Accountability Plan (LCAP) template and the evaluation rubrics. To ensure the new system and these components are cohesive and well aligned, a plan is needed for analyzing preexisting academic and fiscal accountability components to determine what more, if anything, is needed, and what needs to be modified.

The LCFF state priorities define what the state seeks to accomplish for its students and certain measures of progress relative to these priorities. A preliminary crosswalk on the alignment between the existing accountability components and the LCFF state priorities was reported in an August 2015 Information Memorandum (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug15item01.doc). This preliminary analysis revealed the majority of the existing state accountability components are aligned within the LCFF. Some areas that require further exploration include the School Accountability Report Card (SARC). Further, the analysis confirmed that all of the metrics required in statute for the currently-suspended Academic Performance Index (API) are now included under the state priorities. As a result of this analysis, the recommendation is to formally eliminate the API.

Before California can successfully develop a unified accountability system, an analysis of alignment between the existing accountability components relative to the SBE's guiding principles for accountability planning is necessary to identify the extent of policy alignment, misalignment, and proposed gaps to be addressed. A draft of guiding principles for accountability planning was introduced to the SBE at the May 2015 meeting (http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10.doc) and further discussed with an initial timeline to build the new accountability system at the July 2015 meeting (http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc).

The SBE guiding principles are presented below and provide the policy framework for the new accountability system.

SBE Guiding Principles for Accountability Planning

Articulate the state's expectations for districts, charter schools and county offices of education.

Promote a broad understanding of the specific goals that need to be met at each level of the educational system.

Foster equity.

Create support structures, including technical assistance for districts and schools, to promote success for all students regardless of background, primary language, or socioeconomic status.

Continue to disaggregate data by student subgroup for both reporting and accountability purposes.

Provide useful information that helps parents, districts, charter schools, county offices of education and policymakers make important decisions.

Assist and engage parents, educators and policymakers through regular communication and transparent, timely reporting of data so they can take action appropriate to their roles.

Build capacity and increase support for districts, charter schools and county offices.

Seek to build capacity at all levels by reinforcing the importance of sound teaching and learning practices and providing necessary support to help schools reach their goals.

Create multiple ways to celebrate district and school success based on state identified and locally designated metrics. Intervene in persistently underperforming districts to build capacity along a continuum of increasing support and attention through state and regional mechanisms of support. Ensure there are services and skills necessary to meet the needs of the students and families they serve.

Encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.

Focus on ongoing improvement of student outcomes, including college- and career-readiness, using multiple measures that reflect both status and growth. This means, in part, making determinations based on some version of the following two foundational questions:

- How well is this school/district performing?
- Is the school/district improving?

Tie accountability determinations to multiple measures of student progress, based on the state priorities, integrating data from various forms of assessment, some of which will be locally-determined. Balance validity and reliability demands with the ability to clearly and simply explain results to stakeholders, including the use of a multiple measures dashboard.

Promote system-wide integration and innovation.

Purposely and effectively integrate each accountability system component, including groups and technologies, creating a coherent, effective and efficient support structure for districts, charter schools and county offices of education.

Recognizing that there is a new context for accountability in the state, the coming years will provide new insights at all levels of the educational system. To that end, it is important to encourage continued learning, innovation, and improvements related to the accountability system as a whole, core elements of the system, and the impact of the system on individual schools and districts.

Overview of Comparative Analysis

In order to establish cohesive alignment between the existing accountability components and the SBE guiding principles, a comparison is presented in Table 1. This comparative analysis identifies the existing accountability components that demonstrate agreement and alignment, or conflict and misalign with the guiding principles. The extent of this relationship (i.e., positive or negative), then reveals potential gaps and lack of depth that needs to be addressed to create a coherent accountability system.

Consistent with the crosswalk analysis provided in the August Information Memorandum, the comparison with the SBE guiding principles included the following existing academic and fiscal accountability components:

- *Williams* Settlement Legislation
- High School Graduation Requirements
- Charter Petitions
- Annual Independent Audits
- SARC
- API/Alternate Schools Accountability Model (ASAM)

In addition to the existing accountability components, the comparison with the SBE guiding principles also included the following components of the LCFF:

- Local Control and Accountability Plan (LCAP)

- LCAP Annual Update

- Support and technical assistance provided by the county offices of education (COE)

- Support and technical assistance provided by the California Collaborative for Educational Excellence (CCEE)

- Intervention and support provided by the State Superintendent of Public Instruction (SSPI)

As the SBE continues to discuss the development of an accountability policy framework and implementation plan, an analysis of the current components of California's accountability system need to be reviewed and built upon as appropriate within the context of the guiding principles. The gaps to be filled that are identified through this comparative analysis will function as recommendations for action items in the implementation plan to be presented to the SBE in November 2015.

Table 1 Comparison between existing California academic and fiscal accountability components and the SBE guiding principles.

Guiding Principle	Current Components/Alignment	Misalignment	Gaps to be filled
Articulate the state's expectations for districts, charter schools and county offices of education	Local Control and Accountability Plan (LCAP) and Annual Update, establishing goals under the state priorities School Accountability Report Card (SARC) *Williams* High School Graduation Requirements Charter School Petitions Annual Independent Audits	Academic Performance Index (API)/ Alternate Schools Accountability Model (ASAM) [1]	Strengthen understanding of standards, curriculum, and instruction through state priorities two, seven, and eight in reporting mechanisms (e.g., SARC)
Foster equity	LCAP and Annual Update • Supplemental and Concentration • Focus on Increased and Improved Services for Unduplicated Students • Goals for all student groups Technical assistance (California Department of Education, County Offices of Education, California Collaborative for Educational Excellence, Charter Associations) *Williams* High School Graduation Requirements	Expectations to complete college and career ready courses and programs (e.g., A-G, Advanced Placement, International Baccalaureate and Career Technical Education) may exceed the minimum high school graduation requirements and disadvantage those who lack access to courses and programs	Analyze data of student groups in LCAP/Annual Update and Evaluation Rubrics/SARC Introduce course information (e.g., course taking and performance) as a multiple measure and predictor of secondary graduation and postsecondary pathway development Review alignment of local, state, and federal plans to ensure equity is addressed across the plans[2]

Guiding Principles	Current Components/ Alignment	Misalignment	Gaps to be filled
Provide useful information that helps parents, districts, charter schools, county offices of education and policymakers make important decisions.	LCAP and Annual Update SARC Annual independent audits	API/ASAM[1]	Develop data dashboard with tools to support decision-making LCFF Rubrics (in process) Coordinate multiple reporting functions that are not coordinated in a useful way Distinguish among the reports that are provided for accountability purposes (e.g., SARC and LCFF evaluation rubrics) from reports that are provided for informational purposes (e.g., snapshots and dashboards) Create reflective practice at school site around data and goals Build parent engagement strategies that embed in schools
Build capacity and increase support for districts, charter schools and county offices.	LCAP and Annual Update SSPI/CDE CCEE COEs Charter Associations	API/ASAM[1] Charter school petitions Elementary and middle grades	LCAP/Annual Update • Support the alignment of content in charter school petitions with LCAPs • Strengthen elementary and middle grades metrics • Clarify and strengthen services for student groups (e.g., foster and homeless youth) • Consider the inclusion of additional student characteristics (e.g., age and gender) in analyses

Guiding Principles	Current Components/ Alignment	Misalignment	Gaps to be filled
Encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.	LCAP and Annual Update • Use of formative and summative assessments (state and local through priorities four and eight) • Community engagement/ parent engagement (priority three) Annual independent audits *Williams*	API/ASAM[1]	Define status and growth measures Identifying resources and processes for selecting measures at the state and local levels (possible local metric options for LEAs to consider) Use formative and summative assessments (state and local) Consider additional tools and resources for developing and measuring community engagement/parent engagement and approaches continuous improvement
Promote system-wide integration and innovation.	LCAP and Annual Update	API/ASAM[1]	Complete comprehensive plan alignment work (in progress)[3] Test assumptions of stability in student populations (e.g., charter and alternative schools)[4] Organize ongoing statewide conversations and communication about accountability

1. The API is listed as a discrete metric under the state priority of pupil achievement and all of its corresponding elements (e.g., statewide assessments, graduation rates, dropout rates, and college and career readiness) are encompassed within the LCFF state priorities.
2. Review the State Systemic Plan for Improvement regarding Special Education and plans associated with Titles I, II, and III to ensure alignment with the guiding principles and address equity.
3. Federal accountability systems, pending ESEA reauthorization are not aligned with LCFF and the SBE guiding principles for accountability planning.
4. Rubrics will be developed on large scale research findings that may mask important information about specific student populations, state responsibility versus local control, and relative versus absolute nature of goals.

Comparative Analysis Summary and Next Steps

Based on the analysis presented in Table 1, the majority of the components in the current state accountability system and the elements of the LCFF are aligned with the SBE guiding principles. Of those components that conflict with the SBE guiding principles (e.g., API/ASAM) the implementation plan should provide recommendations to address the next steps for modifying or eliminating these components for better alignment with the new system. Of those components that exhibit gaps and/or lack of depth (e.g., SARC and priority two, implementation of standards), the implementation plan can propose next steps to fully develop these components so that there is a stronger alignment with the SBE guiding principles. Thus, the implementation plan to complete the new accountability system that will be presented to the SBE at the November 2015 meeting should consider the following outcomes from the comparative analysis:

- Identify state and local accountability system components that need to be further aligned to the SBE's guiding principles. For example, developing and evaluating the services and actions that build professional capacity to implement California's academic standards (i.e., Common Core, English Language Development, and Next Generation Science Standards) through the state adopted curriculum frameworks could clarify the state expectations to support standards implementation as specified in state priority two.

- Expand the understanding of student and program characteristics that could be captured in the LCAP and evaluation rubrics to emphasize transparency, flexibility, and equity. For example, students over age and under credit by grade nine is a determinant if students are on track to graduate. The implementation plan should also provide recommendations on considering additional indicators and metrics for elementary and middle grades, charter schools, and alternative education programs in the LCAP and evaluation rubrics to build capacity and increase support for LEAs.

- Research the implications of transitioning to the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC). For example, the Smarter Balanced summative assessment scores will be released soon and these scores, along with the potential to measure student growth, should be studied in the multiple measures context of the LCAP, evaluation rubrics, and accountability.

- Finalize the evaluation rubrics standards for performance and expectations for improvement that are consistent with and aligned to the SBE's guiding principles to differentiate performance, reflect equity and transparency, and support continuous improvement (Attachment 3).

- Coordinate existing and new reporting functions in a useful way that assists parents, districts, schools, charter schools, and county offices of education with important

decisions. The LCFF evaluation rubrics will provide data displays to inform local reflective processes, technical support, and intervention needs. A dashboard or state level report should also be considered for state comparative purposes. These reports should also be aligned with existing reporting functions that are required for accountability purposes (e.g., SARC) and new reporting functions that are provided for informational purposes (e.g., LCFF Reports Page, Attachment 5).

- Propose specific recommendations in the implementation plan to eliminate the API/ASAM and define the process to support LEAs and programs impacted by these changes (e.g., charter school approval and renewal criteria absent the API). The API is listed as a discrete metric under the state priority of pupil achievement and all of its corresponding elements as defined in statute (e.g., statewide assessments, graduation rates, dropout rates, and college and career readiness) are encompassed within the LCFF state priorities. Further, the purpose of a performance index no longer aligns with the state's expectations to adopt a multiple measures accountability system that supports continuous improvement.

- Develop a statewide system of support (e.g., Multi-Tiered System of Support) to ensure the incorporation of and alignment across programs of effective student, family, and community engagement strategies.

- Support the inclusion of student access, course participation and performance in programs that foster college and career readiness (e.g., State Seal of Biliteracy). These courses and programs should be considered as the state develops an accountability system that will strengthen local, regional, and state partnerships for accountability purposes.

- Identify how to best incorporate the Uniform Complaint Procedures (UCP), audits, waivers, and flexibility as components in the local and state partnerships for accountability purposes.

- Recommend the next steps for the plan alignment work that is necessary to align the federal accountability requirements with the new state accountability system to support system-wide integration.

- Integrate lessons learned from the second year of LCAP implementation and first year of the Annual Update (Attachment 2).

8-21-15 [State Board of Education]

Local Approaches to Accountability and Systems of Support

California Office to Reform Education School Quality Improvement Index

In August 2013, the California Office to Reform Education (CORE) received a waiver from the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) requirements. To meet the waiver requirements, CORE districts receive flexibility by adopting reforms in three key areas: college and career readiness, standards and assessments, systems of differentiated accountability and support, and teacher and principal evaluations. Overall, the waiver requires the use of multiple measures to determine school and district performance in the areas of assessment, graduation, college and career readiness, and school environment; provide incentives for preparing the hardest-to-serve students for college and career; including comparing the performance of schools and districts with similar student populations; and, set a range of targets for accountability measures that are grounded in research and past performance.

The CORE waiver authorized a district-consortium request to adopt an accountability measure called the School Quality Improvement Index (SQII). The SQII consists of an academic domain and social-emotional/culture-climate domain. The academic domain consists of academic performance, academic growth, high-school readiness (of 8th Grade Students), and graduation. The social-emotional/culture-climate domain includes chronic absenteeism, student/staff/parent culture-climate survey, suspension/expulsion rates, social emotional skills, English learner re-designation, and disproportionality in special education identification.

Student performance will be examined for all students in addition to subgroups (racial/ethnic, students with disabilities, socioeconomically disadvantaged, and English learners) with group size of 20 allowing for greater visibility of subgroup performance. Metric scores are converted to index points that are combined to obtain a single score for each school. While the index score will be used for specific federal accountability requirements that are consistent with the terms of the waiver, these scores will also be used for designations to support continuous improvement (reward, priority, and focus).

Michael Hanson, Superintendent of Fresno Unified School District and Rick Miller, Executive Director of CORE will provide an update on the SQII.

Lessons Learned from Local Control and Accountability Plans and Annual Updates

On June 24, 2015, Governor Brown signed Assembly Bill (AB) 104 (Chapter 13, Statutes of 2015), which appropriated forty million dollars to county superintendent of schools. The intent of the Legislature is that county offices of education prioritize the use of these funds for investments that are necessary to support new responsibilities that are required under the evolving accountability structure of the Local Control Funding Formula (LCFF). Of primary importance is that the county superintendent of schools develop greater capacity and consistency within and between county offices of

education. These funds may be encumbered funds at any time during the 2015–16 or 2016–17 fiscal year.

Although California is still in the early stages of LCFF implementation, substantial progress has been made in establishing LCFF as the foundation for California's new accountability system. Local educational agencies (LEAs) are required to complete a Local Control and Accountability Plan (LCAP) and Annual Update every year. This year, LEAs completed an LCAP and Annual Update for adoption and approval that reflects the planning for 2015–16 through 2017–18 with a review of progress for 2014–15. The goals contained in the LCAP align with the term of the LEA budget and multiyear budget projections in order to strengthen the alignment between LEA resource allocations and implementation of actions and services to support local goals. Representatives from the California County Superintendents Educational Services Association (CCSESA) will share lessons learned from the recent completion and approval process. These lessons learned will help shape the future of the LCAP and Annual Update implementation and development of the evaluation rubrics.

The CCSESA represents the 58 County Offices Education (COEs), most of which are responsible for approving LCAPs for districts within the county. The exceptions are the seven COEs that are single-district counties; their district LCAPs are reviewed by the California Department of Education (CDE). Under the leadership of CCSESA, the Business and Administration Steering Committee (BASC) and the Curriculum and Instruction Steering Committee (CISC) have collaborated to create and provide:

- LCAP-related training to COEs to offer to their respective districts
- The CCSESA LCAP Approval Manual: A Guide for Review and Approval of District LCAPs

Peter Birdsall, executive director of CCSESA and Dave Gordon, County Superintendent of Sacramento County Office of Education will provide an update on the approval of district LCAPs and Annual Update. They will also discuss plans to provide updated resources and technical assistance to LEAs in 2015-16 and an overview of the newly created CCSESA LCAP Coordination Committee.

8-21-15 [State Board of Education]

Local Control and Accountability Plan Electronic Template Field Test

At the January 2014 SBE meeting the board requested staff to pursue the task of developing an electronic version of the LCAP template using the design of the LCAP template included in the emergency regulations adopted by the SBE on January 16, 2014, and approved by the Office of Administrative Law (OAL) on February 6, 2014.

The SBE and CDE staff began collaboration the creation of an electronic template (eTemplate) and an online process for LCAP submissions. Originally, staff anticipated the eTemplate would be completed for the 2015–16 LCAP planning cycle and made available for voluntary use. Accordingly, CDE and SBE staff met with accountability, data reporting, and technology services staff to consider the existing SBE-adopted LCAP template, and consider anticipated minor revisions emerging from the permanent rulemaking process. Technology services staff identified design decisions to be made prior to the initial development of the eTemplate.

However, among the comments the CDE received within the 45-day public comment period that concluded in March 2014 as part of the initial rulemaking package, were proposed modifications to address perceived gaps and confusion in the use of the template. Comments from both practitioners and community stakeholder groups expressed several suggestions that they believed would simplify the template and improve transparency.

Thus, CDE and SBE staff made significant revisions to the template portion of the regulations, and in July 2014, the SBE adopted a modified version of the LCAP template that was circulated for a 15-day public comment period. Comments, both oral and written, from practitioners and community stakeholders alike, expressed general satisfaction that this version would result in an LCAP more likely to meet the intent and purposes of the LCFF statute. The CDE received additional comments regarding proposed changes to the template during the second 15-day comment period, but those comments addressed much more narrow adjustments to language or layout and have resulted in less significant modifications to the template. Once the first 15-day public comment period concluded in late July 2014, the work to develop the electronic template was able to continue with greater confidence that a final version of the template was nearing completion.

Program and technology staff worked together to create a mockup of the data entry portion of an electronic LCAP template that was developed based on the proposed versions of the LCAP template adopted by the SBE in July 2014 and modified in September 2014 as part of the permanent regulations process.
Once the final regulations governing the template were adopted by the SBE and approved by the Office of Administrative Law, the initial version of the electronic template was built out, including the development of data entry pages and the construction of the database to be used by the system. The next phase of development was to field test the eTemplate before making it available to all LEAs.

Staff developed a detailed plan for field testing, including the release of a field test version, support to LEAs involved in field testing, and collection of feedback to inform

modifications to the electronic version of the template. While it was anticipated that the field test would be made available to a number of LEAs in time for the 2015-16 annual update cycle, technical issues delayed the release.

The field test version of the eTemplate was released on June 2, 2015. Originally 19 county offices of education (COEs), and 47 school districts had volunteered to participate in the field testing. To date, 6 COEs and 13 school districts have accessed the eTemplate system, and 5 COEs and 4 districts have created draft LCAPs within the eTemplate system. Of the original COE and district volunteers, the majority of LEAs have indicated they intend to test the system after the COEs and districts have approved the LCAPs and/or have had the LCAPs approved. The anticipated full release of the eTemplate is February 1, 2016, in time to be used by any interested LEA.

The functionality for COE-level review and approval of district LCAPs in the testing phase includes:

- Internal notation for reviewers
- The ability to indicate the LCAP meets approval criteria
- The ability to communicate to LEAs areas within the LCAP in need of clarification
- The ability for LEAs to respond to clarification requests
- The ability for communicating to the LEA LCAP approval

Functions to the eTemplate still being developed and anticipated completion prior to full release include:

- Create an External Submission portal for LCAP URLs: A portal for external (non-system) users to submit the URL for their adopted LCAP for posting on the CDE's web site.

- Add functionality for Charter Schools, including:
    - The ability to specify which state priorities are being addressed by the charter school;
    - The ability to create an LCAP aligned to the term of their budget.

Items under consideration to be added as time/resources permit:

- Adding a link on each LEAs eTemplate landing page to data already collected by the CDE in support of the LCFF state priorities.

8-21-15 [California Department of Education]

Timeline for the Proposed Transition to a New Accountability System, Including Communication, Resources, and Outreach

The Local Control and Accountability Plan (LCAP), along with the Annual Update, the Evaluation Rubrics and the California Collaborative for Educational Excellence (CCEE) support structure all function as components of the new accountability system. The State Board of Education (SBE) guiding principles for accountability planning provide a framework for system coherence and goals for the implementation plan (Attachment 1). As noted below, the proposed framework and implementation plan for the new accountability system will be presented to the SBE at the November 2015 meeting.

Timeline for the Proposed Transition to the New Accountability System

SBE Meeting	Proposed Transition to New Accountability System	Development of LCFF Evaluation Rubrics	Update on LCAP Template/ Implementation Process
June 2015	SBE Information Memorandum on states' emerging accountability systems.	SBE Information Memorandum that summarizes research related to indicators of college and career readiness, early warning systems, and indicator selection.	Field test the electronic LCAP template.
July 2015 SBE Meeting	Review and reflections of emerging college and career accountability systems from other states that can inform the design of California's system.	Present SBE updated evaluation rubrics development plan and seek feedback regarding policy frame for the evaluation rubrics.	
July 2015-September 2015 Development Activities completed by CDE/SBE/ & WestEd Staff	Develop an Information Memorandum that reviews California accountability components relative to the LCFF state priorities and SBE guiding principles.	Develop evaluation rubrics prototypes. Analyze data and present findings in an SBE Information Memorandum to define California context for the LCFF evaluation rubrics.	Analysis of LCAP electronic template pilot.

SBE Meeting	Proposed Transition to New Accountability System	Development of LCFF Evaluation Rubrics	Update on LCAP Template/ Implementation Process
September 2015 SBE Meeting	Present recommendations for proposed policy framework that articulate expectations for districts, schools, charter schools and county offices of education. These recommendations will create support structures to foster transparency, flexibility, and equity.	Present recommendations to structure the evaluation rubrics prototype to align with the SBE's policy statements. Discuss the decision points on standards and expectations for improvement and parameters for local metrics to support the proposed framework.	Report on LCAP electronic template pilot test results.
September 2015-December 2015 Development Activities	Analysis of "underbrush" of the existing accountability statutes and regulations that may need to be modified to align with and support California's new accountability system.	Provide process to gather user feedback for select components of the evaluation rubrics based on state representative sample of LEAs participating in User Acceptance Testing (UAT).	
November 2015 SBE Meeting	**Recommendations for a Framework and Implementation Plan for Accountability System** – Comprehensive design architecture with specifications reflecting policy implications for a new accountability system.	Update on UAT piloting select components of the LCFF evaluation rubrics design options and integration of data.	Lessons learned from submitting Year 2 LCAP and first year Annual Update.

SBE Meeting	Proposed Transition to New Accountability System	Development of LCFF Evaluation Rubrics	Update on LCAP Template/ Implementation Process
January 2016 SBE Meeting	Develop components that provide useful information that helps parents, districts, charter schools, and county offices of education and policymakers make important decisions.	Present the SBE with final design features of the evaluation rubrics based on user pilot experiences and feedback.	Present the proposed electronic LCAP template to be released in February 2016.
March 2016	Discuss strategies to build capacity and increase support for districts, charter schools and county offices.	Present the SBE with update on use and evaluation of the rubrics prototype.	Discussion on efforts to diagnose and respond to challenges through school-based quality improvement.
May 2016	Present system elements that encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.	Finalize evaluation rubrics based on guidance from the SBE, feedback from LEAs, COEs and as appropriate input from stakeholders.	
July 2016	Promote system-wide integration and innovation.	**Final LCFF Evaluation Rubrics for SBE Adoption.**	

Communication and Outreach

A summary of the communication and outreach sessions that have been completed since the July SBE meeting are presented below. The SBE and California Department of Education (CDE) will continue to work with the California Comprehensive Center at WestEd to convene informational meetings to gather information to help inform the creation of the policy framework and implementation plan for the new accountability system.

- *Parent involvement* – Staff from WestEd and SBE collaborated with Californians for Justice (CFJ), PICO California, Families in Schools, and the California State PTA on stakeholder sessions to solicit input on parent involvement. The focus of

this collaboration was to discuss potential measures and best practices to better understand state priority three, parent involvement in the implementation of LCFF. Beginning with input sessions in June, feedback was provided to inform the development of the local metric selection tool and practice guides in the evaluation rubrics. WestEd is continuing to work with parent involvement advocacy groups and the California Endowment to coordinate the collection of model practices in parent and student engagement that will be included in the practice guides to support the evaluation rubrics. Additional information on these efforts will be reported out to the SBE and members of the public in a future Information Memorandum and SBE Item.

- *Rubric Technical Design Group* – On August 7th, WestEd convened The Rubric Technical Design Group (RTDG) to discuss the most recent version of the evaluation rubrics. The membership of the group was expanded to include the technical advisors to provide input on the research and data analysis that will be completed to develop the evaluation rubrics. Specifically, the group provided input on the draft key and associated indicators, practice standards, and quality standards. The group also discussed the process, timing, and membership for the User Acceptance Testing (UAT). The input provided will inform the revised version of the evaluation rubrics. The RTDG will continue to meet to review and provide feedback on the evaluation rubrics content and process.

- *Policy Stakeholder Session* – On August 18th, WestEd convened a group of representatives from statewide and community-based organizations to review the latest draft of the evaluation rubrics with a focused discussion on the standards for performance and expectations for improvement in relation to the SBE guiding principles for accountability planning (Attachment 3). The input provided will be used to inform the development of the policy framework and implementation plan for the new accountability system. Additional sessions will be scheduled to review and discuss specific sections of the evaluation rubrics (e.g., data displays, use of local metric selection tool, and practice guides to support meaningful engagement and deeper inquiry into LEA performance).

- *User Acceptance Testing (UAT)* – representatives from various local educational agencies (LEAs) will be invited to participate in the UAT. These LEAs will provide input on select prototype sections of the evaluation rubrics as the rubrics are being developed. Specifically, participants and specific LEA testing sites will provide information on local data management practices, design options for data displays and analyses that are user friendly, helpful for local reflective processes, and to determine if technical assistance is necessary. These LEAs will clarify the connection points to the workflow process through their interactions with the rubrics. County offices of education, in particular, will provide input based on internal planning and evaluation teams for LCAP and Annual Update development, as well as completing mock district reviews as the role of the service provider. These interactions with prototype versions of the evaluation rubrics will capture the planning, reflecting, and evaluating processes within and between LEAs.

Resources

- *CDE LCFF Reports Web Page* (http://ias.cde.ca.gov/lcffreports/) – The California Department of Education's (CDE) Local Control Funding Formula (LCFF) Reports Web page features the LCFF Fiscal Snapshot, LCFF State Priorities Snapshot and data files, and links to LCAP information.

- *Ed-Data* (http://www.ed-data.org/) – The Ed-Data website represents a joint partnership between CDE, EdSource, and Fiscal Crisis and Management Assistance Team (FCMAT). The website provides many display options that include fiscal, demographic, and performance data on California's K-12 LEAs.

- *Cal-PASS Plus* (https://www.calpassplus.org/CalPASS/Home.aspx) – Cal-PASS Plus is funded through the California Community College Chancellor's Office to provide accessible, actionable and collaborative pre-K through 16 system of student data. Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools.

- Information on the development of the LCFF evaluation rubrics and additional implementation resources is located on the WestEd LCFF Web page at http://lcff.wested.org/.

- Regular information updates are distributed to local educational agencies (LEAs) and interested stakeholders through the CDE LCFF listserv. To receive updates regarding the LCFF via e-mail notification, subscribe to the LCFF listserv by sending a "blank" message to join-LCFF-list@mlist.cde.ca.gov.

8-21-15 [State Board of Education]

Local Control Funding Formula Update: Evaluation Rubrics

According to California *Education Code* (*EC*) Section 52064.5, the State Board of Education (SBE) shall adopt on or before October 1, 2016 evaluation rubrics that allow LEAs to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents of schools to identify needs and focus technical assistance; and assist the State Superintendent of Public Instruction to direct interventions when warranted. Furthermore, the rubrics should provide standards for school districts and individual school site performance and expectations for improvement as related to the identified Local Control Funding Formula (LCFF) state priorities.

The Local Control and Accountability Plan (LCAP), along with the Annual Update, the evaluation rubrics and the California Collaborative for Educational Excellence (CCEE) support structure all function as components of the new accountability system. Each part of the emerging system will be aligned with one or more of the SBE guiding principles (Attachment 1). The new accountability system will support continuous learning and improvement, equity, and transparency and will be grounded in state and local partnerships to sustain its implementation.

The SBE provided the following direction and preferences to guide the development of the evaluation rubrics:

- Ground and frame the development of the rubrics in research related to accountability indicators and current California context.
- Make them simple and locally relevant.
- Ensure the rubrics support growth in LEA, school, and subgroup performance.
- Incorporate evidence or practice expectations to more closely resemble traditional rubric structures.
- Address resource alignment.

In response to the above, WestEd, as consultant to the SBE, planned a series of Information Memoranda. The first Information Memo provided a summary of existing research and evidence-based foundation for the evaluation rubrics to support coherence and clarity (http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun15item01.doc). From this summary, WestEd recommended policy statements that offered an organizational structure for the LCFF priorities within the evaluation rubrics. The following were presented to the SBE at the July 2015 meeting as examples of policy statements that reflected existing state priorities and research:

- All students are provided with access and opportunities that support learning.
    - They are taught by well prepared and qualified teachers.
    - Their schools are safe and clean.
    - They are provided with basic learning materials

- All students exhibit early and continuing signs of college and career readiness:
    - They regularly attend school, with particular attention to Kindergarten and grade six.
    - Assessment Results (e.g., CAASPP)
        - They meet or exceed grade level standards for reading by grade three.
        - They meet or exceed grade level standards for mathematics by grade eight.
    - English learners are proficient in English within six years of being enrolled in school.
- All students graduate from high school.
- All students are college and career ready:
    - They complete CTE, A-G, IB, and/or dual enrollment courses.
    - They have access to courses that prepare them for college and career options.

WestEd is finalizing a second memo based on an indepth analysis of California's data related to graduation. The analysis builds upon the research described in the first memo by assessing trends and relationships among graduation rate and data related to other state priorities. Preliminary results below show that graduation rate has improved steadily in California for all subgroups, but that gaps persist especially for students with a disability and English learners.

Year	All	Am. Indian	Asian	African Am.	Filipino	Pacific Islander	White	English Learner	Low Income	SWD*
11-12	78.5%	72.4%	91.0%	65.7%	90.6%	76.8%	86.4%	61.6%	72.7%	60.8%
12-13	80.4%	72.8%	91.6%	68.1%	91.6%	78.4%	87.7%	63.1%	74.8%	61.9%
13-14	80.8%	70.1%	92.3%	68.1%	92.6%	79.9%	87.4%	65.3%	75.4%	62.2%

* Students with Disability
Source: California Department of Education

The preliminary analysis included consideration of relationships (i.e., correlations) between measurements to ensure a balance in the representation of data and use within the rubrics. For instance, based on the above policy statements, college and career readiness and graduation are stated as separate objectives, but clearly graduation is a precursor to college and career readiness. The indepth analysis assessed the relationship between graduation and potential measurements of college and career readiness (e.g., A-G completion, advanced placement participation, career pathway participation) for all students and at the subgroup level. There were no strong relationships or correlations found between graduation rate and other variables, which suggests graduation rate can be treated as a unique and independent variable that does not also measure college and career readiness outcomes.

The graduation rate analysis memo and other memos are planned and will be released in the upcoming months that address in greater depth data related to other state priorities.

Evaluation Rubrics Design Update – Analysis and Feedback through Data Reflection

The directions and policy statements identified by the SBE establishes the foundation for the design of the evaluation rubrics. The developing evaluation rubrics will:

- Include all state priorities.
- Offer clear statements and descriptors of standards that indicate practice and expectation for local educational agencies, schools, and subgroups as appropriate and to the extent possible.
- Provide a tool to complement planning and progress monitoring (e.g., Local Control and Accountability Plan and Annual Update) and technical assistance processes.
- Support analysis and feedback by facilitating deeper reflections of data through customized narratives based on consideration of data trends and relationships.
    - For instance, if an LEA has flat or declining graduation rates, the graduation rate data will be shown with links to data displays and content narrative that includes suggestions and displays of data that are known from research to serve as related data to the outcome of graduation. This would include for instance, discipline policies, drop-out measurement, chronic absenteeism, etc.
- Further develop the emerging accountability system by serving as a resource for data analysis, reflection, and resource alignment inquiry.

Input from stakeholders over the course of the evaluation rubrics design process, including the Rubric Technical Design Group (RTDG) and policy stakeholders, remains an invaluable resource to inform the design process. In August the RTDG reviewed and provided comment to content and display ideas for the evaluation rubrics. Policy stakeholders provided ideas for how to support alignment between the architecture, expectations, and needs for the evaluation rubrics. The design process calls for continued engagement and feedback by these and other groups. The SBE's input and direction as part of this item will inform the design of a user acceptance testing process where parts of the evaluation rubrics will be shared with LEAs and their stakeholders to explore and provide input regarding their benefits, areas for improvement, and suggestions for change. The user acceptance testing process will begin in mid-September and include a wide range of LEAs and their stakeholders and the RTDG and policy stakeholders provided suggestions for LEAs to include in this process (Attachment 5).

Design Overview

The three groupings for priority areas as represented in the Local Control and Accountability Plan (LCAP) instructions are generally accepted and useful to organizing plans and actions related to state priorities, which includes Conditions for Learning, Engagement, and Pupil Achievement. Furthermore, they map to the suggestions for policy statements areas discussed by the SBE in July.

LCAP State Priority Grouping	Evaluation Rubrics Policy Statements
Conditions for Learning	Access and Opportunity
Engagement	Graduation
Pupil Achievement	College and Career Readiness

The following page provides an example of the type of information that would be included in the evaluation rubrics based upon the above for the area of Graduation/Engagement. Please note that this is a display of sample content only and does not represent the manner in which the information will be accessed and displayed in the final format of the evaluation rubrics. The display and interface to access this information will be online and provide an interface that offers combination of narrative, data displays, and links. The user acceptance testing process will include gathering input to inform the online design so that it evidences the direction and policy statements as indicated by the SBE.

Example of Evaluation Rubrics Graduation Content

Each evaluation rubrics policy statements areas (i.e., Access and Opportunity, Graduation, and College and Career Readiness) will have a brief description of expectation and practices that reflects research. The following is a draft statement for Graduation.

Students that graduate are supported as learners from their point of entry into education. Graduation from high school requires sufficient accrual of credits, demonstration of competencies in academic and other content areas, positive participation and engagement in school, and persistence.

Schools and districts that successfully support students in their path towards high school graduation:

- *Provide instruction, and when appropriate interventions, that align to and address state standards.*
- *Use formative and standardized assessment data to inform placement, intervention, and supports for students to ensure they are able to meet or exceed grade level standards.*
- *Promote student attendance, with particular attention to policies and practices that address at risk students such as those that are chronically absent, suspended, and/or expelled from school.*
- *Have programs in place that work to limit transitions between schools for students, and when they do occur, programs that support smooth transitions. Such programs are especially important for foster youth, homeless youth, migrant education students, and others for which home stability is a challenge.*
- *Engage and value parents and community members as partners in learning. Activities and supportive services are in place that seek parent and*

community input, including but not limited to LCAP development; parents and community members are encouraged and supported to extend learning opportunity and time at home; and parents can access information in a timely and friendly manner, which includes sensitivity and accommodations for language and culture.

For each policy statement area there will also be data displays and narratives that highlight trends over time (a three or more year period) and related data for which research supports linkages (e.g., relationship between dropout, suspension, and graduation). The data displays will, as applicable and practical, include data at the LEA, school, and subgroup levels. Following is an example of how data may be described and organized for the graduation policy statement area:

Students that graduate:

Complete high school → High school graduation rate at the cohort level

Regularly attend school → Attendance rate by grade span (elementary, middle, and high school)

Early and related indicators of students that graduate:

Attention to High Risk Factors → Middle school and high school dropout rates, Chronic Absenteeism

Productive and Supportive Behavior and Discipline → Suspensions and Expulsion rates

*Locally identified measures related to graduation**

* The evaluation rubrics will include a local indicator selection tool to help with local metric identification and use.

Following is an example of data that would appear in the evaluation rubrics for an LEA related to graduation:

Students that graduate --

LEA	Results		
	1 Year	3-Year Average	State Average
Graduation Rate	88.5%	88.4%	80.8%
School Attendance – Elementary	95.0%	95.0%	94.5%
School Attendance – Intermediate	92.5%	93.1%	93.0%
School Attendance – High School	93.5%	93.2%	92.8%

Early and related indicators of students that graduate –

LEA	Results		
	1 Year	3-Year Average	State Average
Middle School Dropout	0.9%	0.8%	0.7%
High School Dropout	3.3%	3.4%	3.1%
Suspension Rate	4.0%	4.0%	4.4%
Expulsion Rate	0.1%	0.1%	0.1%
Chronic Absenteeism Rate	Populated by the LEA		N/A
Locally Identified Measures	Identified and populated by the LEA		

Comparable displays would be created at the school and student subgroup levels as applicable and practical. The evaluation rubrics will include narratives based on analysis of the trends exhibited by the data to help users explore relationships and research that aims to support alignment between practices, data use, and resources.

Following is an example of a narrative statement based on the above data:

> *For the past three years graduation rates have remained around 88%. Research has found that regular participation in school impacts long-term outcomes, such as graduation. The district has maintained average or above average graduation rates as the elementary and high school levels, but recent drops in middle school/intermediate attendance. During this same period middle school dropouts have also been on the rise. Policies and practices related to drop-outs, suspension, and expulsion can impact long-term outcomes such as graduation. Given the trends in the data the district may want to consider how it is attending to the following practices:*
>
> - *Promoting student attendance, with particular attention to policies and practices that address at risk students such as those that are chronically absent, suspended, and/or expelled from school.*
> - *Supporting successful transitions between school types (e.g., elementary to middle/intermediate to high school) and minimize transitions for students that face instabilities in housing.*

Defining and Approaching Standards

The evaluation rubrics when completed will allow LEAs to assess strengths and areas in need of improvement by providing LEAs and their stakeholders a resource to review outcomes and standards related to the state priorities. WestEd proposes including two types of standards within the evaluation rubrics: practice standards and quality standards. Such standards align to the SBE's evaluation rubrics policy statements and

provide specific reference to practices and measurements against which an LEA may assess strengths, areas in need of improvement, and local performance.
Practice Standards describe research-supported practices related to areas within the policy frame inclusive of all state priorities. Practice standards convey characteristics and examples of high functioning practices. Following is an example of a subset of practice standards related to Graduation:

- *Provide instruction, and when appropriate interventions, that align to and address state standards.*
- *Use formative and standardized assessment data to inform placement, intervention, and supports for students to ensure they are able to meet or exceed grade level standards.*
- *Promote student attendance, with particular attention to policies and practices that address at risk students such as those that are chronically absent, suspended, and/or expelled from school.*

Quality Standards complement practice standards by providing a measurement-based system against which to assess local progress for all state priorities. The quality standards establish specific expectations for performance based on consideration of improvement and outcomes, which are assigned based upon how an LEA, school, or subgroups performs for a specific metric relative to the overall distribution of results for the state.

This approach is modelled after the evidence-based approached used in Alberta, Canada. The Alberta system was designed to support improvement and therefore the highest (Excellent) and lowest ends of the classification results (Concern) are viewed as exceptional, with 5% of LEAs classified as Excellent, and 5% as Concern. The remaining 90% are classified as Good, Acceptable, or Issues. Quality standards promote growth and reflection by providing feedback regarding improvement and outcome for the LEA and its schools, including significant subgroups. The ranges for the classifications and nomenclature will be developed based on analysis of California-specific data, user acceptance testing applied research, and input from stakeholders. Appendix A provides technical details and a more indepth description of this approach.

WestEd anticipates preparing memos that over the upcoming months provide the SBE with concrete examples and data to illustrate options and provide recommendations for practice and quality standards for the evaluation rubrics.

Relationship between the Evaluation Rubrics, Planning, Assistance, and Intervention

The evaluation rubrics when completed are to serve as a tool and resource that align with LCFF's approach to improving a broad range of student outcomes through strategic planning, alignment of resources, technical assistance, and intervention. In addition to data displays to support the use of practice and quality standards, the evaluation rubrics will also include practice guides and resource materials that are associated with the

narrative statements. The planned user acceptance testing will investigate the relevance and usefulness of the evaluation rubrics within current planning, monitoring, assistance, intervention processes. Results from the user acceptance testing, including examples and recommendations for the use of the evaluation rubrics, will be shared with the as part of future updates and memos to the SBE.

APPENDIX A – Explanation of Practice and Quality Standards

The following terms and definitions are referenced in the document:

LCFF State Priorities: Areas of focus for LCFF that include conditions for learning, pupil achievement, and engagement as specified in *Education Code* Sections 52060 and 52066.

Indicators: Indicators provide evidence that a certain condition exists or certain results have or have not been achieved based on consideration of one or more metric(s) related to the LCFF State Priorities.

Metrics: Metrics are the detailed measures used to evaluate performance for the LCFF State Priorities

Practice Standards would describe research-supported practices related to "key" or indicators, and could also be developed for related or "leading" indicators. Practice standards convey characteristics and an example of high functioning practices associated with the "key" indicators.

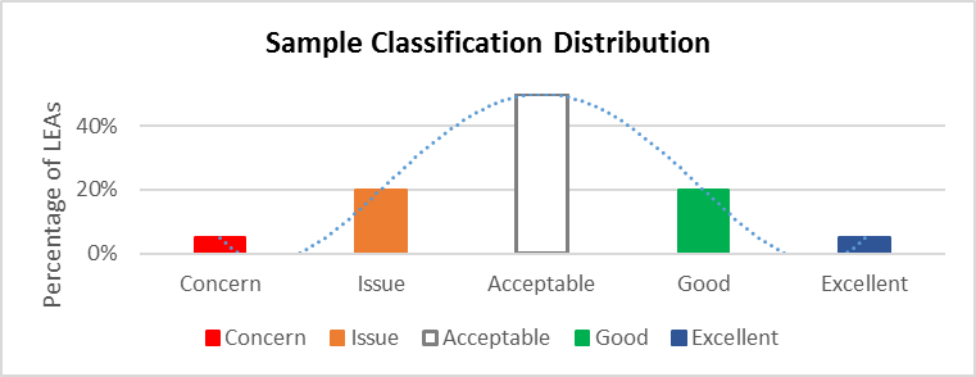
Example: The practices and supports necessary for a student to graduate from high school begin from a student's point of entry into education. Graduation from high school requires sufficient accrual of credits, demonstration of competencies in academic and other content areas, positive participation and engagement in school, and persistence. Schools and districts that successfully support students in their path towards high school graduation:

- Provide instruction, and when appropriate interventions, that align to and address state standards.
- Use formative and standardized assessment data to inform placement, intervention, and supports for students to ensure they are able to meet or exceed grade level standards.
- Promote student attendance, with particular attention to policies and practices that address at risk students such as those that are chronically absent, suspended, and/or expelled from school.
- Have programs in place that work to limit transitions between schools for students, and when they do occur, programs that support smooth transitions. Such programs are especially important for foster youth, homeless youth, migrant education students, and others for which home stability is a challenge.
- Engage and value parents and community members as partners in learning. Activities and supportive services are in place that seek parent and community input, including but not limited to LCAP development; parents and community members are encouraged and supported to extend learning opportunity and time at home; and parents can access information in a timely and friendly manner, which includes sensitivity and accommodations for language and culture.

Quality Standards would provide a measurement-based system against which to assess local progress for "key" indicators, and could also be developed for related or "leading" indicators. Quality standards promote growth and reflection by providing feedback regarding "improvement" and "outcome" for the LEA and its schools, including significant subgroups. The following information would be generated for each quality standard:

- ***Result:*** Level of performance at the LEA, school, and subgroup levels for the key indicator as measured by a specific metric (e.g., graduation rate).
- ***Improvement:*** Based on three year averages for the metrics identified for the key indicator, classify growth or decline in one of five ways – Improved Significantly, Improved, Maintained, Declined, and Declined Significantly. Cut point would be established based on trends exhibited from analysis of California data.
- ***Outcome:*** Based on three-year averages for the metrics identified for the key indicator, classify outcomes at the LEA, school, or student subgroups based on points in the statewide distribution for the key indicator. The five-point classification includes – Very High, High, Intermediate, Low, and Very Low.
- ***Overall:*** Provide an overall rating for the key indicator based on a composite analysis of the Improvement and Outcome classification for all metrics related to the key indicator. The overall indicator can serve to identify where technical assistance or intervention may be warranted. The five-point classification includes – Excellent (blue), Good (green), Acceptable (white), Issue (orange), and Concern (red).

The above approach, based on the system used in Alberta, Canada, would apply to the LEA, school, and student subgroup levels. The Albert system classifies two result-oriented dimensions--Improvement and Outcome (see above for definition), which are assigned based upon how an LEA, school, or subgroups perform for a specific metric relative to the overall distribution of results for the state. The Alberta system was designed to support improvement and therefore the highest (Excellent) and lowest ends of the classification results (Concern) are viewed as exceptional with 5% of LEAs classified as Excellent and 5% as Concern.



The above Sample Classification Distribution graph depicts how an LEA, school, or subgroup performs for a specific metric relative to the overall distribution of results for the state.

Please refer to the following data table, which is an example of how the above Sample Classification Distribution data is captured in the Alberta dashboard:

Improvement	**Outcome**				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Below is a sample of what this display may include for the key indicator of graduation. This examples includes data for the most recent year, three-year average, and state average. Based on this data the results are classified based on level of improvement and outcome with an overall rating that reflects a combination of improvement and outcome. The evaluation rubrics display could include the following:

EXAMPLE: Students that graduate --

	Results			Improvement	Outcome	Overall	Graduation Indicator
	1 Year	3-Year Average	State Average				
Graduation Rate	88.5%	88.4%	80.8%	Maintained	High	Good	Acceptable
School Attendance – Elementary	95.0%	95.0%	94.5%	Maintained	Intermediate	Acceptable	
School Attendance – Intermediate	92.5%	93.1%	93.0%	Declined	Intermediate	Issue	
School Attendance – High School	93.5%	93.2%	92.8%	Maintained	High	Good	

The ranges for the Improvement, Outcome, and Overall classifications will be developed based on analysis of California-specific data with recommendations included in future memos and presentations to the SBE.